SHELDON & CO'S

MODERN SCHOOL.

SECOND READER.

CURRICULUM

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SHELDON & CO'S

MODERN SCHOOL

Second Reader

SHELDON & COMPANY
New York & Chicago.

SUGGESTIONS TO TEACHERS

THE work of learning to read, on the part of a child, naturally divides itself into two quite distinct stages.

In the strictly elementary stage the child is engaged in learning words by sight,—in acquiring a printed and written vocabulary corresponding, for the most part, to his already acquired spoken vocabulary.

In the second stage he is seeking knowledge, entertainment, and the cultivation of the power to conceive, compare, and imagine, together with the power to retain and recall.

The passage from the first to the second stage is, of course, very gradual, and, at a certain period, the two purposes demand and should receive, on the part of the teacher, an equal share of attention.

The First Reader belongs to the first stage; the Third Reader to the second stage. The Second Reader occupies the period of transition.

The first part of this Reader, consequently, continues the methods of the First Reader. Nearly all new words are placed at the head of the lessons, in bold-faced type, and should be carefully taught before the work of reading begins.

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In the latter part of the book only *the most* difficult new words are thus placed before the child for special drill. If the previous work has been well done, most pupils are able now to master ordinary new words by their own efforts.

The following suggestions in respect to teaching are offered:

1. Careful drill upon new words should be continued. Pupils should be taught to write such words in sentences of their own composing, and to pronounce them accurately and distinctly.

2. Give much attention to the meaning of words and sentences, and to the general ideas contained in the lessons.

3. By means of the lessons in writing, train pupils to write and compose correctly. Every reading exercise should be "a lesson in language."

4. Phonic work should be carried on regularly and systematically. The Phonic Chart in this Reader should be used in connection with the reading, and should not be merely committed to memory and recited.

5. Make use of the lessons on equivalents, silent letters, etc., for the purpose of improving and training in articulation and pronunciation; confine attention, at any one lesson, to a very small amount of matter, and make the work thorough.

6. No rules for punctuation have been given. It is believed that children, at this stage, learn the art of punctuation best in connection with exercises in reading and composing without formal rules.

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ARTICULATION

Exercises in correct articulation and pronunciation should be a part of every lesson in reading, but the special drill of a single lesson should be confined to practice upon only one or two sounds.

PHONIC CHART

VOCALS.

ā, as in lāte, āte.
ä, " " färm, ärm.
ą, " " fąll, ąll.
ă, " " măt, ăt.
â, " " fâir, âir.
å, " " tåsk, åsk.
ạ, " " whạt = ŏ.

ē, as in rēve, ēve.
ĕ, " " fĕll, ĕll.
ę, " " hęr, ęrr.

ī, as in mīçe, īçe.
ĭ, " " mĭll, ĭll.

ō, as in ȩōld, ōld.
ŏ, " " rŏd, ŏdd

ū, as in fūṣe, ūṣe.
ŭ, " " ȩŭp, ŭp.

oi, as in boil, oil.

ou, as in shout, out.

o͞o, as in to͞ol, ȩo͞ol.
o͝o, " " to͝ok, lo͝ok.

CONSONANTS.

COGNATES ARE ARRANGED OPPOSITE EACH OTHER.

SUB-VOCALS.				ASPIRATES.			
b,	as	in	ĕăb.	p,	as	in	lĭp.
d,	"	"	lăd.	t,	"	"	măt.
g̃,	"	"	dŏg̃.	k,	"	"	ärk.
j,	"	"	jŭg̃.	ch,	"	"	chĭn.
v,	"	"	vīne.	f,	"	"	fa̤ll.
z,	"	"	zĕst.	s,	"	"	sŭn.
z,	"	"	ăzure (zh).	sh,	"	"	shŭn.
th,	"	"	thĭs.	th,	"	"	thĭn.
				h,	"	"	hăt.
l,	as	in	lĕt.				
m,	"	"	măn.				
n,	"	"	eăn.				
r,	"	"	răt.				
w,	"	"	wĭt.				
y,	"	"	yĕt.				
ng,	"	"	sĭng.				

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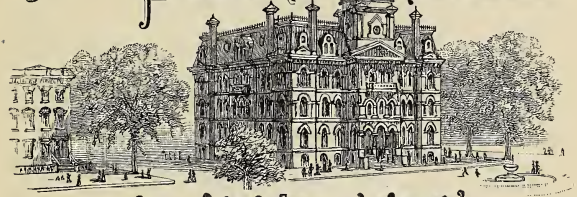
Sheldon & Co's Modern School



Readers.

LESSON I.

stō′ries	bĕt′ter	yoŭng
pēr′son	talk′ing	ōld′er
pēo′ple	sŏme′tīmes	whĭch
pĭct′ūre	wāy	sāy
prĭnt′ed	yo͝ur sĕlf′	dāy

STORIES.

1. Do you like stories? There are two ways in which they may be told.

2. One way is for a person to tell them by talking, and the other way is to tell them by printing.

3. When children are very young they do not know how to read. Then we have to tell stories by talking.

4. When they are a little older they go to school, and soon learn to read. Then they can read the stories which are printed in books.

5. You see here a picture of some children who have a great many story books. The boy has one book which he is going to read, and his sisters have others which they will read.

6. It is better to know how to read stories which are printed in books than to hear them when some one tells them by talking.

7. For sometimes other people are too

busy to stop to tell stories. Then, if you know how to read, you can take a book and sit down and read the stories for yourself.

---

wāy dāy sāy āy = ā

LESSON II.

snōw′-stôrm	hĕav′y	wĭnd
snōwṣ	brȧnch′eṣ	street
c͘ov′ered	härd	blōw
fĕnç′eṣ	stō′rieṣ	ground

THE SNOW-STORM.

I.

1. How it snows! How fast the snow falls, and how hard the wind blows! The air is so full of snow that the poor old man can not see where to go.

2. The street is full of snow, and the trees are all covered with it. The snow is so heavy that the branches of the trees bend under their load.

3. The snow has covered the tops of the fences and the houses and the walks.

The snow is very white and clean, but it is very, very cold.

4. The cows and sheep are safe in the barn. They do not like to come out into the snow.

5. There are no birds on the trees. Many of them have gone far away, and some of them are hid in the warmest places they can find.

II.

wĭn′ter	ăn̲′gry	snōw′-stôrm
mĭt′tenṣ	ēach	fĕnç′eṣ
thrōw	lŏst	brȧnch′eṣ
spōrt	mŭch	hĕav′y
spoilṣ	tīred	ɕȯv′ered

6. When the snow comes in the winter the boys have good fun. The cold does not hurt them, and they do not care much for it when they have warm caps and mittens.

7. They like to make snow-balls and throw them at one another. This is fine sport if the boys do not get angry. One angry boy spoils all the fun.

8. These boys are having a good play in the deep snow. They make the balls and throw them as fast as they can. One boy is down and is all covered with snow, and another boy has lost his cap.

9. The old man and the dog do not like the deep snow so well as the boys do. They are very cold and tired, and it is hard work

for them to walk when the street is so full of snow.

10. Some boys would throw snow-balls at the poor man and his dog, but these boys will not do so. These are good boys.

blōw snōw thrōw ōw = ō

LESSON III.

sleek	stēal′ing	pa̤wṣ
cûrled	twĭt′ter	pu̇ss
lärd′er	climb′ing	fīre
păt′ter	kĭll′ing	eȳeṣ

LITTLE PUSS.

1. *Sleek coat, eyes of fire,*
Four paws that never tire;
That's puss!

2. *In the larder stealing meat,*
Patter, patter, little feet;
That's puss!

3. *Curled up like a ball*
On the door-mat in the hall;
That's puss!

4. *Climbing tree, and catching bird,*
Little twitter no more heard;
That's puss!

5. *Killing fly, rat, or mouse,*
As it runs about the house;
That's puss!

LESSON IV.

Chrĭst′mas	**wĭshed**	nŭts
a̤l′mōst	**thăn̲ked**	buȳ
e noŭgh′ (e nŭf′)	**bŭg**	wĭn′ter
căn′dy	glăd	mĭt′tens
mon′ey	hăp′py	ăn̲′gry

NUTS AND CANDY.

I.

1. All boys and girls know when Christmas comes. Well, it was almost Christmas, and James wished very much to have some nuts and candy.

2. But he was a small boy, and he had no money. He was not old enough to work and get some in that way. How do you think he got money to buy the nuts and candy?

3. James had a good, kind father, and he did as many other children do. He asked his father if he would give him money to buy as much candy and as many nuts as he wanted.

4. His father was glad to make James happy, and he gave him some money. James thanked his father for the money, and then asked his sister if she would be so kind as to go with him to buy the nuts and candy. She said she would go with him, for he was not old enough to go alone.

II.

dīmeṣ	should	€hrĭst′mas
ç̣ĕnts	a wāy′	a̤l′mōst
stōre	piēç̣′eṣ	e noŭgh′
poundṣ	wĭshed	mȯn′ey
€o̤uld	thăn̤ked	€ăn′dy

5. James counted the pieces of money which his father gave him, and found that he had three dimes and four five-cent pieces.

6. Can you all tell me how many cents James had? If you can, I should be glad to know. Do you know how many cents make a dime?

7. James and his sister went to the store just as fast as they could go. They were soon there, for the store was not very far away. They saw many other boys and girls in the store buying nuts and candy and other things for Christmas.

8. James bought two pounds of candy and two pounds of nuts, and then he had only four cents of the money which his father had given him.

You may tell me, if you can, how many cents he gave for the nuts and candy.

9. When Christmas came, James gave some of his candy and nuts to his father, some to his mother, some to his sister, and ate some himself.

ȩọuld wọuld should ọu = o͝o = u̯ in pu̯ll.

Boys buy nuts and candy with money.

LESSON V.

tī′ḡer	Tĭt′teṇs	sŭm′mer
rōv′er	de stroyṣ′	naụght′y
snärled	Tī′ny	ḡrowl
knŏcked (nŏkt)	chĕr′rieṣ	kĭt′teṇs

THE CROSS KITTEN.

1. Tiny and Tittens were two little kittens,
As soft and white as the snow, [day,
Who went out to play, on a bright summer
Where nice ripe cherries do grow.

2. The play was begun in mirth and in fun,
   But Tittens soon tired of that;
   The cross young rover knocked Tiny over,
   And snarled like a tiger-cat.

3. How naughty was this, with a growl and a hiss
   To spoil so happy a play!
   With kittens or boys, 'tis temper destroys
   And takes all pleasure away.

LESSON VI.

vĭl′laġe	ċlȧss′eṣ	de stroyṣ′
ċâre′fụl	to-dāy′	chĕr′rieṣ
sĕn′tenç eṣ	chĭck′enṣ	snärled
ċor rĕċt′ly	mŭst	knŏcked

WHAT BOYS AND GIRLS CAN DO.

1. One day the teacher of a school in a small village said to the boys and girls in one of her classes, "We shall have a new reading lesson to-day.

2. "All the boys may write on their slates some things that a boy can do; and all the girls may write some things that a girl can do.

3. "When you come to read, you may read the sentences which you have written on your slates. But you must be very careful to spell all the words correctly when you write them."

4. All the scholars liked this new kind of reading lesson, and they kept very busy

writing on their slates till it was time for them to read and spell.

5. These are some of the sentences that the boys wrote,—

A boy can walk and run and jump.

A boy can bring in wood for the fire.

A boy can feed the hens and chickens.

A boy can draw his sister on his sled.

A boy can help his father and mother.

6. These are some of the sentences which the girls wrote,—

A girl can learn to read and spell.

A girl can slide down hill on her sled.

A girl can dress her doll.

A girl can take care of her little brother.

A girl can write on her slate.

A girl can keep her seat and desk very neat and clean.

7. Now the boys and girls who read this lesson may write some things which they can do. Be very careful to spell the words correctly when you write.

LESSON VII.

Fī′do	**Ġeôrġe**	**bā′bieṣ**	round
preṭ′ty (prĭt′ty)	**wo͝odṣ**	lōw′er	ought
mȧs′ter	**nĕck**	rĭng	chāin
ċŏl′lar	**bụsh′eṣ**	päth	keep
un tĭl′	**a bout′**	nīght	ċătch

OUR DOG FIDO.

1. This is our dog Fido. He is a fine, large dog, and has a pretty collar around his neck.

He has strong, sharp teeth, but he never bites us.

2. When we first owned Fido he was very small and we fed him milk. He learned to take the milk from a bottle, as some babies do.

3. It was very funny to see him hold the bottle in his paws. After a short time he

began to drink from a dish, and to eat bits of bread and meat.

4. He grew quite fast, and was very fat and round. His legs were so short that, when he tried to run, he often fell down and rolled over and over.

5. My brother George made a nice bed for Fido in a box, which we always kept in a warm place. He slept in this bed until he grew to be a large dog.

6. George was Fido's master and taught him a great many tricks. He used to hide things and make Fido find them.

When Fido found any thing he wagged his tail, and we patted his head and praised him.

7. He soon learned to sit up on the floor, or in a chair, and beg. Sometimes we put pieces of bread on his nose, and he would toss them up and catch them in his mouth.

8. We taught him to jump over a stick when we held it before him, and to "shake hands" with his fore-paws. He learned to stand up on his hind-legs and ring the door-bell when he wished to come into the house.

9. Fido often ran about with George in the woods and among the bushes on the farm.

He was a good watch-dog, but we did not have to fasten him with a chain to keep him from biting people.

We were never afraid as long as Fido lived.

---

mȧs′ter fȧst′en ȧ = ȧsk.

LESSON VIII.

for gĕt′	tī′ died	swĕpt
tēaṣed	guĕssed	lĕft
pout′ed	sŏft′ly	brĭng
re joiçed′	tǒngue (tŭng)	Nĕll
rē′al ly	gär′den	a sleep′
rŏcked	swĭng	stĕp′ping
brôught (brawt)	rōṣ′y	hĕlp′fụl

WHICH LOVED BEST.

1.

"I love you, mother," said little John.
Then, forgetting his work, his cap went on,

And he was off to the garden swing,
Leaving his mother the wood to bring.

2.

"I love you, mother," said rosy Nell,
"I love you better than tongue can tell."
Then she teased and pouted half the day,
Till all rejoiced when she went to play.

3.

"I love you, mother," said little Fan;
"To-day I will help you all I can;
How glad I am that school does not keep!"
She rocked the babe till it fell asleep.

4.

Then, stepping softly, she brought the broom,
And swept the floor, and tidied the room;
Busy and happy all day was she,
Helpful and happy as child could be.

5.

"I love you, mother," again they said,—
Three little children all going to bed.
How do you suppose that mother guessed
Which of them really loved her best?

LESSON IX.

ġrō′çer y	weighş	wĭsh
coun′ter	scāleş	bŏx′eş
băr′relş	tēa	băgş
cŏf′fee	stōre	eight
Mr. Jōneş	bôught	poundş
suġ′ar (shŏog′ar)	weighed	vĭl′laġe

THE GROCERY.

I.

1. Mr. Jones has a store. In his store he has many boxes, bags, and barrels. Some of these boxes and barrels are large and some of them are quite small.

2. In these barrels, bags, and boxes, he keeps tea, coffee, sugar, and many other things which the people, who live in the village, wish to buy.

3. When he sells coffee, sugar, or tea, he weighs it on some small scales which stand on the counter.

4. He is weighing now on these scales eight pounds of sugar. One of the persons who is standing by the counter has bought this sugar and will carry it away to his home.

5. If you wish to buy coffee, sugar, tea, soap, or salt, you must go to the grocery store.

II.

hälf	sōap	sụg′ar
līght	fĭf′ty	wẹighed
quạr′ter	stŭd′y	wẹigh′ing
sạlt	grō′çer y	wẹights

6. Mr. Jones has four or five weights which he uses with his scales. Some of the weights are small and light, and some of them are large and heavy.

7. He calls a very small weight a quarter of a pound; one that is a little larger he calls a half-pound; another, which is still larger, he calls a pound.

8. When he wishes to weigh very heavy things, such as a barrel of sugar, or a big bag of salt, or a box of soap, or a boy, or a girl, he puts them on the large scales which stand on the floor.

9. A girl is standing now on the large scales to be weighed.

She is not a very large girl, and she weighs

only fifty-eight pounds. Some of the other boys and girls weigh more than she does.

10. When you are older you can get some small scales, and may learn how to weigh things for yourselves.

---

weigẖs eight weight ei = ā.

LESSON X.

Rŏl′lo	**wrŏng**	mŭst
sur prīṣed′	**dū′ty**	bĕd
be-cạuṣe′	lăp	sĕnd
un plĕaṣ′ant	yēarṣ	fīve
ē′ven ing (ēvning)	tŏŏk	mākes
shōwṣ	mam mä′	mȯth′er

THE WAY TO OBEY.

I.

1. When Rollo was about five years old, his mother took him up in her lap one evening and said, "Well, Rollo, it is about time for you to go to bed."

2. "Oh, mamma," said Rollo, "*must* I go now?"

"Did you know," said his mother, "that it is wrong for you to say that?"

3. "Why, mother?" said Rollo, surprised.

"When I think it is time for you to go to bed, it is wrong for you to say or do any thing which shows that you are not willing to go."

4. "Why, mother?"

"Because that makes it more unpleasant for you to go, and more unpleasant for me to send you.

5. "When I think it is time for you to go, it is my duty to send you, and it is your duty to go, and we never ought to do any thing to make our duty unpleasant."

6. Rollo did not say any thing for some time, but sat still and kept thinking.

His mother gave him time to think it all over.

II.

ŭn der stănd′	gŏŏd-nīght′
plĕaṣ′ant ly	săd′ly
cheer′fụl ly	ẹrŏss
fāint′ly	wạlk
sup pōṣe′	should
plāy′thĭngṣ	wọuld

7. "Do you understand it?" said his mother, after a time.

"Yes, mother," said Rollo.

8. "Suppose now any mother should say to her boy, 'Come, my boy, it is time for you to go to bed;' and the boy should say, 'I will not go.' Would that be right or wrong?"

9. "Oh, very wrong!" said Rollo.

"Suppose he should begin to cry, and say he did not want to go?"

"That would be very wrong too," said Rollo.

10. "Suppose he should begin to beg a little, and say, 'I don't want to go now. I think you might let me sit up a little longer.' What should you think of that?"

"It would be wrong," said Rollo.

11. "Suppose he should look up sadly into his mother's face, and say, '*Must* I go now, mother?'"

"Wrong," said Rollo, faintly.

12. "Suppose he should not say a word, but look cross and throw away his play-things in a pet. What should you think of that?"

"I think it would be wrong."

13. "Suppose he should look pleasantly, and say, 'Well, mother,' and come pleasantly to take her hand, and bid the persons in the room 'good-night,' and walk off cheerfully."

"That would be right," said Rollo.

How do I obey my mother?

LESSON XI.

Săn′ta-Clạus	**jăck′et**	**quạr′rel**
lĭst′en ing	**whĭs′per**	sŭm′mer
grănd′mä	**pō′ny**	nạught′y

CHRISTMAS EVE.

1. Dear old Santa Claus, are you there?
   I want to whisper to you;—
   Jack says you do not care for girls,
   But I'm pretty sure you do.

2. They say you listen all the time
   To the little girls and boys,
   And those who quarrel, scold and fret
   Never get the Christmas toys.

3. Now Mr. Santa Claus, forget
All the naughty things I do.
For oh! such lots and lots of things
I'm going to ask of you.

4. I want a doll, a real doll,
The nicest one in your pack,
With coat, and pants, and cap, and all:
I'm going to call him Jack.

5. I want a sled to beat the rest
As we all slide down the hill,
For Jack'll teach me to make it go,
I am very sure he will.

6. And I want a pony to ride,
All summer, at grandma's farm;
Jack will go on the old white horse,
And will keep me safe from harm.

---

n$\underset{\cdot\cdot}{\text{au}}$*ght*′y $\quad \underset{\cdot\cdot}{\text{au}} = \text{aw} = \underset{\cdot\cdot}{\text{a}}$.

LESSON XII.

ġĕn′tle man	mō′ment	rōde
wăg′on	bŭt′ter flieş	rōad
här′ness	a lŏng′	băck
mĕnd′ed	Jō′nas	sīr
be sīde′	çĭt′y	pärt
fĕl′lōw	stŏpped (stopt)	åsked (askt)

JONAS.

I.

1. A gentleman and his little boy were riding in a wagon one day. As they rode along, some part of the harness broke, and they stopped to mend it.

2. A boy, who was sitting on a log beside the road, gave them a string and helped to mend the harness. When they had mended the broken part, and were ready to ride on, the gentleman asked the boy some questions.

3. "What is your name, my little fellow?" "Jonas," said the boy.

"Where do you live?"

"Sir?"

"Where do you live?"

4. The boy stopped a moment as if he did not understand the gentleman. Then he said,

"I don't know, sir. I don't live anywhere."

The little boy in the wagon laughed.

5. "Don't know where you live?" said the gentleman. "Well, what are you doing out here?"

"I have been catching butterflies."

6. "Where did you come from?"

"I don't know, sir,—I came from the city."

"The city! What city?"

"I don't know, sir,—the city back there. I don't know what the name of it is."

II.

ăn′swer	be-cāme′	fo͞od
ex pĕct′	with out′	gŏt
brĕak′fast	môrn′ing	hēard
hŭn̲′gry	con-clūd′ed	sleep

7. "Do you live in the city?"

"No, sir, I am not going to live there any more."

8. "Do your father and mother live there?"

"My father is dead, and I have no mother."

"What has become of your mother?"

"I never had any, sir."

9. The gentleman smiled a moment when he heard this answer, and seemed not to know what to do.

10. "But, Jonas," said he again, "you say you do not live anywhere; where do you get your food, and where do you sleep?"

"Sir!" said the boy, as if he did not understand.

11. "Where do you sleep at night?"

"I slept in a shed last night."

"And where do you expect to sleep to-night?"

"I don't know, sir."

12. "Where did you get your breakfast this morning?"

"A man gave me some."

"And where did you get your dinner?"

"I have not had any dinner, sir."

13. "No dinner! I should think that you would be too tired and hungry to chase butterflies, without any dinner."

"I was too tired, and so I stopped."

14. The gentleman, after talking with the boy a little longer, concluded to take him into his wagon and carry him home.

15. Jonas lived with this kind gentleman a long time, and became a very good and useful boy.

---

lōad rōad rōde ōa = ō.

LESSON XIII.

gär′den er	**lĕt′tuçe**	**ạl′wāyṣ**
vĕġ′e ta ble	**mĕl′on**	**rāiṣ′eṣ**
po tā′to	**beets**	**ġrōw**
squạsh	**Häns**	**weedṣ**
pēaṣ	**sprĭng**	**gŏne**
bēanṣ	**lōad**	**rōad**

HANS AND HIS GARDEN.

1. Hans is a gardener. He is a big, strong man, and he always has a very good garden. Every one likes to see a nice garden, and Hans is quite proud of his.

2. He is always up early in the morning, and he works hard every day until evening. He begins to make his garden as soon as the snow is gone in the spring, and he works on all summer.

3. Hans never lets the weeds grow in his garden. He is careful to keep every thing clean and neat about his garden. His yard and house are very clean.

4. He always has very fine green peas. He has good lettuce and beans and beets and ever so many other things.

5. Hans calls all these things, which he raises in his garden, vegetables. That is a pretty long word, but not a very hard one. All boys and girls who are fond of vegetables will be sure to master the word.

6. Some gardeners raise potatoes and squashes and melons. These are all very good to eat, but Hans does not have them in this garden.

7. Men who live in the city do not have gardens to work in. They can not raise their vegetables, but they may work in some other way and get money to buy these things.

8. When you are older you may have a garden of your own, if you live in the country.

LESSON XIV.

Nō′bŏd y	scăt′terş	point
ĕv′er y bŏd y	bŭt′tonş	gāin
un clōşed′	work	plāin
squēak′ing	tăsk	throu̇gh
oil′ing	snōw	brĭck
mĭs′chĭef	flāke	rāiş̣e

MR. NOBODY.

1. I know a funny little man,
   As quiet as a mouse,
   Who does the mischief that is done,
   In everybody's house.

2. There's no one ever sees his face,
   And yet we all agree
   That every plate and cup was cracked
   By Mr. Nobody.

3. 'Tis he who always tears our books,
   Who leaves our doors ajar,
   He pulls the buttons from our shirts,
   And scatters pins afar.

4. That squeaking door will always squeak,
For you can plainly see,
We leave the oiling to be done
By Mr. Nobody.

5. The finger-marks upon the doors
By none of us are made;
We never leave the blinds unclosed,
To let the curtains fade.

6. The ink we never spill. The boots
That lying round you see
Are not our boots; they all belong
To Mr. Nobody.

---

oil boy oy = oi

LESSON XV.

frīght′en	hôrnṣ	¢rīeṣ
troŭb′le	bä-ä-ä	brŭsh
spŏt′ted	tōld	¢ōmb
tûrned	mīnd	sĭl′ly
hâir	hĕad	stĭck′ing
gōat	¢rȳ′ing	chās′ing

TOM BAD-BOY.

1. Here is a picture of Tom Bad-boy. He is riding upon a poor goat's back. His mother told him, the other day, that he must never ride the goat.

2. It is right to call him Bad-boy. A boy who does not obey his mother is a very bad boy indeed.

Tom ought to know that the poor goat is not able to carry him upon his back.

3. You see Tom is holding on by the poor goat's horns. He has his hat in his hand.

Do you not think it would look better if he put his hat on his head?

4. Tom's hair looks as if he were badly frightened, and I do not know but he is. The poor goat is not used to a boy on his back, and is running as fast as he can. He would like to get away from Tom. He is crying "ba-a-a."

5. This naughty boy makes a great deal of trouble for his mother. He cries when she wishes to wash his face or to comb his hair. He is never willing to have anything done to make him look tidy and neat.

6. He fights with the boys and girls who play with him, and is not loved by any of them. No one loves him, or cares to play with him, for he is a very naughty boy.

7. He goes about the streets with dirty hands, a dirty face, and with his hair as you see it in the picture.

8. Are any of the little boys who read this lesson Tom Bad-boys? Do they chase and hurt poor animals? Do they do what their mothers tell them not to do? Do they fight with other boys?

9. If Tom would only do what his mother tells him to do; if he would be kind to the boys and girls who play with him, and would keep his hands and face clean, he might be a Tom Good-boy.

He should be kind to poor animals, for they can not tell when they are hurt.

---

hâir âir ∈âre â

LESSON XVI.

Ruth	**pĭg′eons**	**∈oŭs′ins**
Ăg′nēs	**brī′dle**	**răb′bits**
Bĭl′ly	**săd′dle**	nōs′es
Spŏt	**∈ū′ri oŭs**	ēars
vĭs′it ing	**bŏd′ies**	pĭnk

AGNES AND HER PETS.

1. Ruth is a little girl about ten years old. She had been away from her home a long while, visiting some of her cousins and other friends.

2. When she returned, her father asked her to write a short story about something she had seen while she had been away.

3. Ruth took a pen and some ink and a sheet of paper and soon brought her father this story. It is not a very long story, but it is a very good one for a little girl to write.

4. "Agnes is a little girl who is very fond of pets. She has some rabbits which are very pretty indeed. They have pink eyes, white bodies, and dark noses and ears. The old rabbits are very tame, and will come to her when she calls them.

5. "She has some fan-tailed pigeons, which look very curious and funny. And she has a dog whose name is Spot.

"Her dog will draw her on a sled in the winter, and will obey her as soon as she speaks to him.

6. "Agnes has a fine horse, whose name is Billy. The horse is quite gentle, and she rides on his back. She can go into the field, and catch Billy, and put the bridle and the saddle on him herself."

LESSON XVII.

ēaṣ′i er	dŭnçe	plĕaṣ′ant er
sup pōṣe′	frown	nīç′er
cre ā′tion	pout	bĕt′ter.

SUPPOSE.

1. Suppose, my little lady,
   Your doll has broke her head;
   Can you make it whole by crying
   Till your eyes and nose are red?

2. And wouldn't it be pleasanter
   To treat it as a joke,

And say you're glad 'twas dolly's,
And not your head, that broke.

3. Suppose you're dressed for walking,
And the rain comes pouring down;
Will it clear off any sooner
Because you scold and frown?

4. And wouldn't it be nicer
For you to smile than pout;
And so make sunshine in the house,
When there is none without?

5. Suppose your task, my little man,
Is very hard to get;
Will it make it any easier
For you to sit and fret?

6. And wouldn't it be wiser
Than waiting like a dunce,
To go to work in earnest,
And learn the thing at once?

7. Suppose the world doesn't please you,
Nor the way some people do;
Do you think the whole creation
Will be altered just for you?

8. And isn't it, my boy or girl,
The wisest, bravest plan,
Whatever comes, or doesn't come,
To do the best you can?

---

sōōn dọ tọ ọ = ōō
whōle = hōl. onçe = wŭns.

LESSON XVIII.

de ṣīred′	tō′wardṣ	ăn′swered
dĭ rĕct′ly	knīfe	pụll′ing
o bē′di ent	toŭch	fĭxed
a lōne′	hĭnġe	tēa dēar

FRANK AND THE TABLE.

I.

1. There was a little boy whose name was Frank. His father and mother were very kind to him, and he loved them.

2. He liked to be with them and to walk with them and to talk to them. He was ready to do what they asked him to do; and

he took care not to do those things which they desired not to be done.

3. When his father or mother said to him, "Frank, close the door," he ran directly and closed it.

When they said to him, "Frank, do not touch that knife," he took his hands away from the knife, and did not touch it. He was an obedient little boy.

4. One evening when his father and mother were drinking tea, he was sitting under the tea-table, and he took hold of one of the legs of the table. He tried to pull it towards himself, but he could not move it.

5. He took hold of another leg of the table, and he found he could not move that. But at last he took hold of one which he found he could move very easily for this leg turned upon a hinge, and was not fixed, like the others.

6. As he was drawing this leg of the table towards him, his mother said, "Frank, what are you doing?" And he answered, "Mamma, I am playing with the leg of the table."

7. His mother said, "What do you mean by saying that you are playing with the leg of the table?"

"I mean," said Frank, "that I am pulling it towards me, mamma."

8. His mother said, "Let it alone, my dear."

Then Frank took his hands away from the leg of the table and came out from under it, and got up and stood beside his mother.

9. "Mamma," he said, "I came away from the leg of the table that I may not think of touching it any more. But, mother, will you tell me why you told me to let it alone?"

"Yes, my dear, I will," said his mother.

II.

sạu′çerş	**tŭm′bling**	hōld′ing
be liēve′	**hăp′penş**	lēaf
rēa′şon	tēa′-ûrn	pụsh
mĕd′dle	tēa′-e͡ŭps	slĭd
per hăps′	fär′ther	băck
sc̣ạld′ed	tō′wardş	sȯme

10. She then moved some of the tea-cups and saucers to another table, and Frank's father put the tea-urn upon another table.

11. "Now, Frank," said his mother, "go and push the leg of the table, as you did before."

And Frank pushed the leg but, when he had pushed it a little way, he stopped and looked up at his mother, and said, "I see part of the top of the table moving down towards my head, mamma.

12. "If I push this leg any farther back, I am afraid that part of the table will fall down upon my head and hurt me."

"I will hold up this part of the table, which is called the *leaf*," said his mother, "and will not let it fall down upon your head. Pull the leg back as far as you can."

13. Frank did as his mother desired him; and, when he had pulled it back as far as he could, his mother bid him come from under the table again, and he did so.

14. "Now," she said, "stand beside me,

and see what happens when I let go this leaf of the table, which I am holding."

"I know what will happen, I believe," said Frank; "it will fall; for now, that I have pulled back the leg, there is nothing to hold it up but your hand."

15. Then his mother took away her hand, and the leaf of the table fell.

Frank put his hand upon his head and said, "Oh, mother, that would have hurt me very much, if it had fallen upon my head. I am glad that I was not under the table when the leaf fell.

16. "And now I think I know the reason, mamma, why you asked me not to meddle with the leg of the table. It was because the leaf would have fallen upon my head, and would have hurt me. Was not that the reason?"

17. "That was one reason," said his mother, "but I had some other reasons. Try if you can find out what they are, Frank."

Frank looked at the table for a little while, and then said, "I don't know any other reasons, mamma."

18. As he was saying these words, he saw his mother turn her head towards the table upon which she had put the cups and saucers.

19. "Oh, now," said Frank, "I know what you mean. If those cups and saucers had been upon this leaf of the table, they would have slid down when it fell, and they would have been broken.

20. "And the urn, too, would have come tumbling down, and perhaps the top of the urn would have come off. Then the hot water would have run out, and would have wet the floor, and would have scalded me, if I had been under it. I am very glad I did as you told me."

---

tēa tēach ēach ēa = ē

LESSON XIX.

Kā′ty-dĭd	där′ling	whĭrl
mĭs′chief	sa̤u′çerş	pōrch
cŏn′stant	plĕaş′ant	dĭn
ĭn′sects	sŭm′mer	ēveş

KATY-DID.

1.

When the evening star comes out,
On the pleasant summer eves,
You can hear the Katy-dids
Crying out among the leaves,
Katy did, Katy did,
She didn't, she didn't;
Katy did, yes, she did,
No, she didn't, Katy didn't.
How I wonder what they mean,
In the leaves so thick and green;
What the mischief is that's hid,
Which the little Katy did!

2.

Was Katy once a little girl;
One who did not mind her mother?
Was it known to Katy-dids;
Never known to any other?
Katy did, Katy did,
She didn't, she didn't;
Katy did, yes, she did,
No, she didn't, she didn't.

Was she such a naughty child,
That, all through the summer mild,
All these insects are forbid
E'er to tell what Katy did?

3.

Oft my darling on the porch,
On each eve when they begin,
Tries, with eager little ears,
Hard to understand their din,
Katy did, Katy did,
She didn't, she didn't;
Katy did, yes, she did,
No, she didn't, Katy didn't
But, with all their constant cry
Not my little one or I
E'er can guess the secret hid,
The dreadful thing Katy did.

LESSON XX.

yĕl′lōw	shōōt′er	shŏt
ḡreen	ṃōuld	bûrst
ḡăr′ret	sĕc′ond	pŏd
dą̣ugh′ter	world	pāne
wọm′an	mŏss	ↄrăck
pro vīde′	chŏp	whōle
wĭn′dōw	sĭck	thôught

THE FIVE PEAS AND THE SICK GIRL.

I.

1. There is a pretty story about this old house, and the pea vine, and the sick girl who can be seen at the window.

2. The story was written by a man whose name was Hans. This man wrote a great many fine stories for children, which can be found in other books. Here is the story:

3. There were five peas in one pod. The peas were green and the pod was green, and so they thought all the world was green. The pod grew and the peas grew, sitting all in a row.

4. The peas became bigger and bigger and thought more and more. They thought they must do something. "Are we to sit here always?" asked one. "I'm afraid we shall become hard by long sitting. It seems to me there must be something outside."

5. Weeks went by. The peas became yellow and the pod became yellow too. They said, "All the world is turning yel-

low." They felt a tug at the pod; it burst, and all the peas rolled out into a child's hand.

6. The boy said they were fine peas for his pea-shooter, and he put one in and shot it out. "Now," said the first pea, "I'm flying out into the wide world; catch me if you can;" and he was gone.

7. The second said, "I shall fly into the sea;" and he went away.

The next two said, "We'll go to sleep;" and they flew away out of the pea-shooter.

8. The boy shot the last pea, and it flew up against an old board under the garret window, just into a crack which was filled with moss and soft mould; and it lay very still. "What is to happen will happen," said the pea as he went to rest.

9. In the little garret lived a poor woman who went out in the day to clean stoves, chop wood, and do other hard work of the same kind, for she was a strong woman.

10. But she was always poor, and at home, in the garret, lay her only daughter, who was

sick and very weak, and had kept her bed for a whole year.

The woman said, "She is going to her little sister. I had only the two children, and it was not an easy thing to provide for both, but the good God provided for one of them by taking her home to himself.

11. "Now I should be glad to keep the other that was left me, but I suppose my sick girl will go to her sister in Heaven."

But the sick girl did not go to her sister. She lay quiet where she was all day long while her mother went to earn money out of doors.

II.

prŏs′per	**flow′er**	smīled
re-ċov′er	**blŏs′som**	hūe
nēar′er	**ān′ġel**	prŏp
hĕalth	**thăn̲ked** (t)	ċlĭng
cheeks	plĕaṣ′ant	hour
ŭp′per	fōld′ed	quīte

12. It was spring, and early in the morning, just as the mother was about to go out to work, the sun shone mildly in at the little window, and threw its rays across the floor.

13. The sick girl fixed her eyes on the lowest pane in the window. She said, "What may that green thing be that looks in at the window and is moving in the wind?"

14. And the mother went to the window and half opened it. "O," said she, "on my word, that is a little pea which has taken root here and is putting out its little leaves."

15. And the sick girl's bed was moved nearer to the window so that she could always see the growing pea, when her mother was away at her work.

16. "Mother, I think I shall get well," the sick girl said at evening. "The sun shone in warm upon me to-day, and the pea is prospering, and I think I shall prosper too, and go out into the warm sunshine."

17. The mother did not think it would be so, but she took care to prop, with a little stick, the green plant which had given her

daughter the pleasant thoughts of life, so that it might not be broken by the wind.

18. She tied a piece of string to the window sill and to the upper part of the frame, so that the pea might have something to cling to.

"Here is a flower coming," said the woman one day, and now she began to hope that her sick daughter would recover.

19. A week after, the sick girl, for the first time, sat up for a whole hour.

Quite happy she sat there in the warm sunshine; the window was open, and outside stood a pink pea blossom.

20. The girl bent down and gently kissed the pretty leaves. The mother smiled at the flower as if it had been a good angel.

21. The young girl, at the garret window, grew stronger and stronger, and the hue of health came to her cheeks.

And she folded her thin hands over the pea blossom and thanked Heaven for it.

---

quīte quĕs'tion quăck qu = kw.

LESSON XXI.

re view′ (re vū′)	spāç′eṣ	lĕs′son
wrīt′ing	blăṇk	wordṣ
sĕn′tenç eṣ	ūṣ′ing	shōne
ŭp′per	grew (grṳ)	sīght

REVIEW AND WRITING.

(*Write these sentences and put the right words in the blank spaces. Then write other sentences, using the same words, and other words from the last lesson.*)

1. *Five* ____ *grew in one* ____.
2. *The pod* ____ *and the peas* ____.
3. *The* ____ *said they were fine peas for his* ____.
4. *The boy shot the last* ____.
5. *It flew under the garret* ____.
6. *A poor* ____ *lived in the* ____.
7. *This poor* ____ *had a sick* ____.

8. The ____ shone in warm upon the little ____.

9. The woman tied a piece of ____ to the sill and to the upper part of the ____.

10. The hue of health came to the cheeks of the ____ girl.

11. She folded her thin hands over the ____ blossom and thanked ____ for it.

Kind hearts are the gardens.
Kind thoughts are the roots
Kind words are the blossoms.
Kind deeds are the fruits.

I love them that love me and those that seek me early shall find me.

LESSON XXII.

Snōw′flāke	**lĕath′er**	**pĭn̰k**
Bō peep′	**chĕst′nut**	**brow**
Bŭn′ny	**heärth′-rŭg**	**whīte**
Pu̱ss′y	rō̱se rĕd	**blăck**

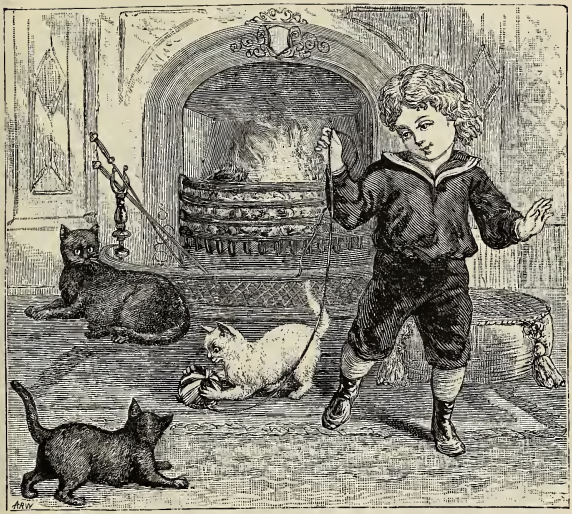
FUN ON THE HEARTH.

1.

Snowflake, and Bunny, and little Bopeep,
All on the hearth-rug, now fast asleep.
Old mother Pussy snug as can be,
Right in the midst of the children three.

2.

Old mother Puss is shining and black,
With long gray stripes on top of her back.
Snowflake, white from her ear to her toe,
Looks like a little round ball of snow.



3.

Queer little Bun has warm coat of fur
Brown as the nut in a chestnut burr.
Little Bopeep is rose-pink and white,
His eyes are merry and blue and bright.

4.

The curls on his head are sunniest gold;
Bopeep is a boy just three years old.

Bopeep, Bunny, and pretty Snowflake,
All on the hearth-rug, wide awake.

5.

Bopeep has a ball tied fast to a thread,
All made of leather, yellow and red.
He runs, and the Kitty-cats after him run,
While mother sits by and laughs at the fun.

LESSON XXIII.

Chär′lie	**ex plāin′**	prĕṣ′ent ly
Brown′ie	**dis tûrb′**	broo̅dṣ
Spĕck′le	Aunt′y (ănt)	e̅o̅ops
bĭd′dieṣ	ăn̲x′ioŭs	blūe
de çīde′	ēa′g̅er ly	brown
fĕath′erṣ	pret′ty	shȯv′el

CHARLIE'S CHICKENS.

1. Charlie lived in a brown house, on a high hill, in a pretty little village. Charlie had white hair and blue eyes, and always kept very busy.

2. Charlie's papa had been planting his garden, and he had given Charlie a little corner and told him he might have that for his own garden.

3. Charlie was very anxious to know what he could raise in his garden, and it took him a long time to decide upon any thing.

4. One day his father put two old hens, with fine broods of chickens, under some coops in a corner of the yard.

Charlie was ready to help his father, and he asked a great many questions about the chickens.

5. The names of the two old hens were Brownie and Speckle.

"Will these little chickens," Charlie asked, "grow to be great big hens like old Speckle and Brownie?"

6. His father said, "Yes, Charlie."

"And will they lay eggs, papa?"

His father said "Yes," again.

7. "Can anybody make little chickens grow?" asked Charlie.

"Yes," said his father, not knowing what Charlie meant by his question.

8. Charlie stood for some time in deep thought, and then said, "Well, papa, I think I'll raise hens in my garden. May I?"

9. His father laughed a long while, but he didn't say "No."

So Charlie ran into the house to get his little basket, and when he came out again his father was gone.

10. Charlie worked busily for some time till he had his basket well filled with feathers; then he took his little shovel and went to his garden.

He was busy there for a long while, trotting back and forth, digging and talking to himself.

11. Presently he went into the house, and ran eagerly up stairs to find his mamma.

"O mamma," he cried, as soon as he caught sight of her, "will you buy eggs of me?"

12. "Eggs of you, Charlie! why, you have no hens."

"But I will have," he said.

"Where will you get them?" asked his mother.

13. "Why," said Charlie, "I've planted some feathers in my garden, and they'll grow into little chickens first, and then they'll grow into great big hens, just like Brownie and Speckle, and lay eggs as our biddies do.

14. "Papa said so. Come and see what a lot I've planted.

"Papa plants little seeds, and they grow to be great pumpkins, and so if I plant feathers, they'll grow to be hens. Of course they will, mother."

15. Mamma went, and there, sure enough, was Charlie's garden thickly planted with feathers, the ends just showing above the ground. Charlie explained that he left the ends up in this way so that they would grow sooner.

16. His mother could not bear to disturb his childish hope, so she only kissed him, and told him that she would buy eggs of

him, if he raised any hens, and then went back into the house.

17. Charlie eagerly trotted over to see his Aunty, who lived near, and asked if she would take some of his eggs.

---

läu**gh** e noŭ**gh**′ toŭ**gh** **gh** = f.

LESSON XXIV.

wo͝od′-măn	**rē′al ly**	toil
mĭll′-hăndş	**be yŏnd′**	spĭn
dŏc′tor	**ōaks**	lẽarned
pā′tients (shents)	**doubt** (dout)	ẽarned
mā′pleş	frŏcks	wĭsh
măt′ter	hŭn̰′gry	mouthş

WISHING.

1.

If you only had to wish, dear, that your lessons all were learned,
If father only had to wish, and our daily bread was earned,

2.

If mother only had to wish, and the hungry
mouths were fed,
And all the little frocks were made, and the
children were in bed,

3.

If the mill-hands only had to wish, and need
not toil nor spin,
If the doors would always open just to let the
people in,

4.

If the woodman only had to wish,
and the oaks and maples fell,
If the doctor only had to wish,
and his patients all got well,

5.

Then we would not have to work,
dear, but could always play and
read.

And do you know I really think
'twould be very sad indeed.

6.

And if you'll just sit down, dear,
and think the matter out,
I am sure you'll see the reason
very soon, beyond a doubt.

---

wĭ**sh** **sh** pā′**ti**ent **ti** = sh.

LESSON XXV.

Bĕn′ton	**åft′er nōōn′**	stȧff
hŏb′ble	**ą̇l th̄ough′**	sŭn′ny
pĭ ăz′zȧ	**gă**th′**er**	stôrm′y
ūṣ′ū al ly	**Nôrth**	yoŭng
re mĕm′ber	**South**	ŏft′en
coŭn′trieṣ	**bēasts**	kĭtch′en
wȯn′der fụl	strānġe	lāme

GRANDFATHER BENTON.

1. Grandfather Benton is a very old man, and is quite lame in one leg. He can just hobble about in the yard, near the house, by the help of a big staff.

2. In warm, sunny weather he sits in a large arm-chair on the piazza, or under the shade of a tree.

3. In cold or stormy weather he has his

chair in the kitchen, or in the sitting-room, where there is a good fire.

4. Some old people seem to forget that they were ever young, and can not bear the noise which a number of boys and girls usually make when they get together out of school.

5. Grandfather Benton is not one of that kind of old people. He remembers all about the time when he was young, although it was long, long ago. He remembers too, how much children like to hear stories.

6. He has been in a great many strange countries, and has seen many strange beasts and birds, and other strange and wonderful things.

7. He has been far away in the North, where the snow is very deep, and the weather is very cold indeed; and he has been far off in the South, where the weather is very hot, and there is never any snow or ice.

8. Grandfather Benton likes to tell stories about the countries where he has been, and about the wonderful things which he has

seen; and all the children who live near him like to come and hear his stories.

9. In the afternoon, when the school is out, the boys and girls often gather close up about his chair, and say, all at once, "Now, grandfather, please tell us a story." In the next lesson we shall have one of his stories.

---

next box fox **x** = ks.

LESSON XXVI.

ĭn′sects	nā′tion	quī′et ly
ăn′i mals	fīght	ants
pēa′çe a ble	băt′tles	wasps
quar′rel sŏme	făm′i lies	ŭg′ly
stāte′ment	crawl′ing	crŏss
är′mies	stō′ry	wĭngs

GRANDFATHER BENTON'S STORY.

I.

1. One day the children wanted a story, and Mr. Benton began by asking them if they

had ever seen any flies, or bees, or wasps, or butterflies.

2. They all laughed, and said they had seen many of them.

"Well," said he, "people call the flies, wasps, bees, and other animals like them, insects.

3. "Many insects have wings. Some have two pairs of wings, and some have only one pair, and some have no wings. Some insects are very beautiful, and others are ugly.

4. "The ants, which you sometimes see crawling about on the ground, and on the floor, and even on the table and in the sugar bowl, are insects. A few of the ants have wings, but those which have wings do not very often come out where you can see them.

5. "Ants are not very pretty, and most people do not like them, but they are very wonderful animals, and know how to do many strange things. They seem to be wiser than some boys and girls."

6. At this statement the children opened

their eyes very wide, and some of them shook their heads.

One girl said, "O, my," and one small boy said he didn't believe ants knew as much as he did.

7. "Now if you will listen quietly," said Grandfather Benton, "I will tell you something about these ants.

"Some ants are red, some are black, and some are brown. Some are quite large and others are very small.

8. "They usually live together in families, and some families are very large. Some ants are quiet and peaceable, and others are cross and quarrelsome, like bad children.

9. "I am sorry to say that some families of ants make war upon other families, just as men of one nation sometimes make war upon men of other nations.

10. "These ants go to war with large armies, and fight great battles, and do each other all the harm they can, as men sometimes do."

II.

Af′rĭ ȼą	dĭn′ner	ȼôrdʂ
drīv′er	o blīġed′	rŏdʂ
wą̣r′līke	rĕg′u lar	mīleʂ
pre vĕnt′	deer	ĭnch
săv′aġe	mīçe	rŭsh
troŭb′le	lĕngth	tär
lĕop′ardʂ	bụsh′eʂ	märch

11. "When I was a young man I went in a ship to Africa. This, you know, is a very hot country, and many wild beasts and curious animals live there.

12. "I saw there a family of ants called driver ants. These driver ants are full half an inch long, and are very warlike and savage.

13. "They march through the fields and woods in a regular line about two inches wide. This line of great ants is sometimes many miles in length. When they are marching through the country they do not turn out of their path for any body or any thing.

14. "After they have marched a long while, and have become hungry and want something to eat, they change their way of marching. Then they make their line many rods wide, so that any animal, which they may find, can not easily get away from them.

15. "They kill and eat rats, mice, dogs, and even such large animals as deer and leopards. They climb bushes and trees to catch any animals which may be on them.

16. "If these ants come to any houses they go right into them, and the people, who live in the houses, are obliged to rush out and run away as fast as they can to save their lives. They eat everything which they can find in the houses, and then march on to find something more.

17. "I saw another family of ants which are very unlike the drivers. They are small and live about the houses. They do no harm to other animals, nor to people.

18. "But they are very troublesome, because there are so many of them that they

eat all the food they can find. To save their food from these ants the people have to hang it up by cords, or strings, and then put tar all over the cords so that the ants can not run down them.

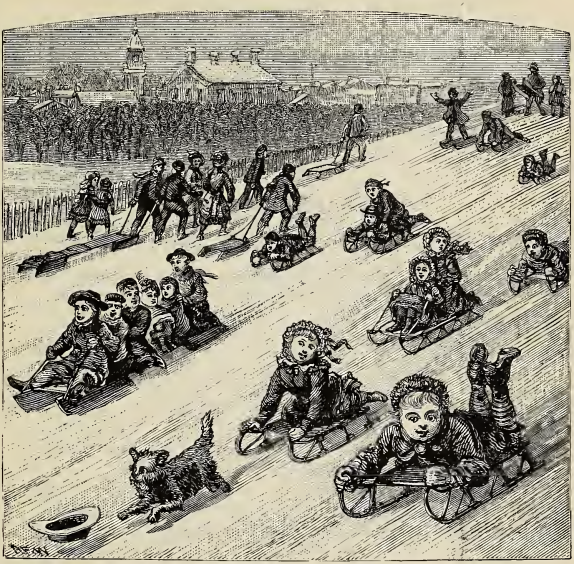
19. "When they get breakfast or dinner or supper, they set the legs of the tables in large cups filled with water, to prevent the ants from climbing up the legs and eating the food on the table."

LESSON XXVII.

rā′di ant	**rŭn′nerş**	glīde
īçe′-clăd	**glĭs′ten** (glĭsn)	bound
scăm′per	slīd′ing	shout′ing
gāy′ly	swĭft	frŏst′y

SLIDING DOWN HILL.

1. Down the hill, down the hill,
   Gayly now we slide;
   Through the white and glistening snow,
   See the runners glide!



2. Here we go, swift and sure,
   Bound to have some fun;
   Scamper off, boys and girls,
   Gayly jump and run!

3. Bright the sun is shining now,
   Through the frosty air,
   Making all the ice-clad hills
   Radiant and fair!

4. Off we go! off we go!
Shouting with a will,
No such fun in all the world
As sliding down the hill.

LESSON XXVIII.

WRITING AND MAKING SENTENCES.

(Write these sentences, and put the right words in the blank spaces, and write other sentences, using words found in the last two lessons.)

1. Children love to ____ stories.
2. Wasps and bees and ____ are called insects.
3. Bees make ____ which we ____.
4. Some insects have two wings, and some have ____ wings, and some have no ____.
5. Some ants are red, some are ____, and some are ____.
6. Africa is a hot ____.

7. *Sliding down* ____ *is good* ____
for boys and ____.
8. *No such fun in all the* ____
As sliding down the ____.

He who ruleth well his heart,
And keeps his temper down,
Acts a wiser, better part,
Than he who takes a town.

LESSON XXIX.

c̆ŏn′duct	**clōthes**	sĭl′ly
pēa′c̆ŏck	**sprĕads**	tāil
be hāves′	**proud**	street
fŭss′ing	vāin	clŏth
strŭt′ting	weâr	cōat
fo͝ol′ish	läughs	ĕv′er y

CLOTHES OF ANIMALS.

I.

1. Silly boys and girls, and sometimes older people, who are just as silly, are very proud of their fine clothes. They strut about and seem to try to make every body look at them.

2. They act as if they wished to say, "Do look at my clothes! See how very fine they are! Don't you wish you had some as nice as mine?"

3. Such conduct is silly and foolish, for many animals have finer clothes than we have; and they wear their best clothes every day, while we wear our best ones only once in a week, and sometimes not so often.

4. Only two or three animals seem to be proud of their clothes. The peacock struts about, and spreads his tail, and behaves almost as silly as some children do. But every body calls the peacock a vain, foolish bird, and laughs at him when he comes strutting along.

5. Animals have only one suit of clothes at a time, and the whole suit is but one garment. We usually call that garment a coat.

6. Horses, cows, dogs, and some other animals have coats of hair. They change these coats only once or twice in a whole year. And when they change them, the new coat looks so much like the old one that you would hardly believe the clothes had been changed.

7. Cats, foxes, squirrels, rabbits, and many other animals have coats of very fine, soft hair. This kind of hair is called fur.

II.

gär′ment	**fûr**	**fleeçe**	hŭnt
squir′relş	**wo͝ol**	glŏveş	chānġe
răb′bits	**sūit**	¢lōaks	¢ŏl′or
wo͝ol′en	**hâir**	¢ŏst	härd′ly

8. Some animals, that wear clothes of fur, have a coat of one color in the summer, and a coat of another color in the winter.

9. People hunt some of these animals, and kill them, to get their fine fur coats. Caps, gloves, cloaks, and many other things are made of fur.

Some of these fur caps and cloaks cost a great deal of money, but they last a long time, and are very nice and warm.

10. Sheep have a thick coat of wool. This coat is called a fleece. Most sheep have white coats, but a very few have black ones. We never see sheep with red or yellow or blue coats.

11. When the weather becomes warm, in the first part of summer, the men who keep sheep cut off these coats of wool. Then a new coat grows out before winter comes, but the new coat looks just like the old one.

12. Wool is used to make cloth, and the cloth is used to make our clothes. We wear woolen coats, and caps, and mittens, and many other woolen things.

13. We shall learn about the clothes of birds in another lesson. I think we will look at the animals which we meet, and find

out what kind of clothes they wear, and how often they change their clothes.

---

vāin	tāil	sāil	āi = ā.
hâir	pâir	c̶âre	âi = â.
th̶êre	whêre	ê = âi = â.	

LESSON XXX.

Ăr′ab	**wa̤rmth**	c̶lēar
dōor′-stōne	sŭn′shīne	kĭng
nĭck′nāme	troŭb′led	sōulş
po līte′	hŏn′est	dīed
tăt′terş	brīght	c̶rṳ′el
gōld′en	stĭtch	răg′ḡed

A STREET ARAB.

1.

I'm a poor ragged lad of the streets,
They call me an "Arab," I know;
I'll sit on this door-stone, and think
If it's cruel to nickname me so.

2.

I wonder what "Arab" can mean?
'Tis something not very polite;
I know I am dirty and poor,
But I like to be called what is right.

3.

I'll stretch myself out in the sun,
It will warm me, and dry my rags too.
I wish I'd a home, and some food,
Oh! I wish I had something to do.

4.

My father and mother, poor souls,
Never troubled me much with their love;
I'm sure if I'd died they'd have said,
"He'll be far better off up above."

5.

Up above! in the sunshine and warmth,
Where the sun is so bright and so clear!
Can I go in my tatters and dirt,
And find there's a Home for me there?

6.

I should like to be king of this land;
I would sit in my great golden chair,
And I'd think of the poor "Arab" lads
That the good God had left to my care.

7.

I'd build a great house for them all,
I'd feed them, I'd clothe them,—and then?
Why, I'd make them all work for their bread.
And teach them to be honest men.

I'm I'll 'tis I'd they'd he'll there's

Explain what the (') indicates in each case.

LESSON XXXI.

re plīed′	Tăb′by	nĭp
stōre′-house	Chĭp	brĕad
cär′pet	mīçe	côrn
pĭck′ing	mew	mouth
hīd′ing	cāġe	frĕsh
flȳ′ing	tāme	cătch

CHIP AND TABBY.

I.

1. A tame squirrel, whose name was Chip, had a nice cage in which he lived most of the time.

But he was let out of his cage sometimes, and then he ran about the room as much as he pleased.

2. A cat, whose name was Tabby, lived in the same house.

When Tabby first knew Chip, she used to say to herself, "I've a mind to give him a nip." But after a time she came to like him very much.

3. One day Chip was running about all

over the room, here and there, and making as much noise as he could. He kept picking up things in his mouth and hiding them.

4. "What are you flying about so for?" said Tabby.

"Hiding corn," replied Chip.

"Why do you hide it?" asked Tabby.

"Time of need," said Chip, with his mouth full.

5. "Do you think you'll be hungry some day, and they'll forget to feed you?" asked Tabby.

"I don't know," said Chip, "my mother did so.

6. "We had a big store-house under our tree. There were lots of good things in that store-house, but I'm sure they were not corn nor bread. I don't know what they were, but I wish I had some of them now."

7. "Were they mice?" asked Tabby.

"No," said Chip.

"I never hide mice under the carpet," said Tabby. "If I'm hungry I catch a

fresh one, or I mew till Jane gives me something to eat."

"I don't know how to mew," said Chip.

"Glad of it," said Tabby.

II.

rāi′s̤.ns̤	per hăps′	åft′er-nōōn
rĕl′ish	be lŏng′	shōōt
ā′cŏrn	to gĕth′er	mŭst
mĭs′tress	răth′er	quĭck

8. "How do you like living here in a cage?" said Tabby to Chip one afternoon.

"Pretty well," Chip replied, "but I used to live in a beautiful tree. I like to jump from bough to bough, don't you, Tabby?"

9. "No, I don't," said Tabby. "And you are better off here, I've no doubt. No dogs here, and no boys to shoot you."

10. One day a lady came to see Chip, and gave him an acorn cup.

He took it eagerly. "What is it? what is it?" said Chip to himself. "I think I have seen something like this before."

11. "Here's something better," said the lady, as she gave him the acorn which belonged in the cup.

"An acorn, an acorn," said Chip to himself. "Just what I've been wishing for."

12. Then he bit off a small piece, and ate it with a relish.

"Talk about raisins," said he, "I'd rather have an acorn any day."

13. "Tabby," said Chip, when they were together again by themselves, "it was an acorn I wanted. I've had one, and now I must have another. I can't stay here any longer, Tabby. I must go. Will you help me?"

14. "How can I help you?" asked Tabby.

"Why, open the kitchen door, to be sure," said Chip. "I've seen you do it many a time. Quick, I can't wait. I must go."

15. "But what will mistress say if you go away?" said Tabby.

"No matter," said Chip. "I don't care what she says. I must go. Perhaps I'll come back."

16. "Oh, will you?" said Tabby. "Then I'll open the door. Be sure and come back," said Tabby, as Chip ran off on the fence.

"I said 'perhaps,'" replied Chip, and he was soon out of sight among the trees.

---

flȳ'ing hīd'ing pĭck'ing **ng.**
fĭn̲'ger hŭn̲'gry ăn̲'gry **n̲** = ng.

LESSON XXXII.

house'-wīveş	**bounç'eş**	Jŏhn'ny
cŏŏk'ing	**twīrl**	Jĕn'ny
pĕb'bleş	**ȯv'en**	Kā'ty
wȯn'droŭs	**cr̆ŭst**	squir'rel

MUD PIES.

1. Tell me, little house-wives,
   Playing in the sun,
   Shall I have to wait
   Till the cooking's done?

2. Johnny builds the oven,
   Jenny rolls the crust,

Katy buys the flour
All of golden dust.

3. Don't you hear the bluebird
High up in the air?
Calling, "Little children,
Are you busy there?"

4. Pretty Mister Squirrel
Bounces down the rail,
Takes a seat, watches,
Curls his bushy tail.

5. Twirl it so, mark it so,
(Looking wondrous wise);
All the plums are pebbles,—
O, the rich mud pies!

6. Arms that never weary,
Toiling dimple-deep;
Now shut the oven door,
And soon we'll take a peep.

7. Wish we had a shower,—
Think we need it so,—

That would make the roadside
Such a heap of dough!

8. Turn them in, turn them out;
How the morning flies!
Ring the bell for dinner,—
Now for hot mud pies!

LESSON XXXIII.

mĕad′ōw	doŭb′le	yōlk
rŭb′ber	boiled	māid
wo͝od′en	dāi′ry	stēal
rōō̆st′er	chī′nȧ	shĕll

THE TAME CROW.

1. Once upon a time there lived a crow. He had been taken from a nest when young, and had been brought up on a farm, so that he was quite tame.

2. Now this crow was very fond of eggs, and he would sometimes visit the hens' nests, steal their eggs, and fly away with them to the meadow behind the barn, where he would break the eggs and eat them.

3. He found that a good way to break an egg was to take one in his claws, fly up high in the air, and let it fall on the ground.

He would then fly down and dine on the nice white and yellow egg, as it ran out of the broken shell.

4. Sometimes the egg would fall on the grass, or on the soft earth, and would not break. Then he would pick it up again, fly higher in the air, and let it fall once more. If it did not break then, he would try again in the same way.

5. One day Mister Crow found a nice, shiny, white egg in a nest, and picked it up and flew away to feast upon it.

"My!" said Mister Crow, as he flew along "this is a very heavy egg. Perhaps it has a double yolk."

6. "I'll let it fall on the garden walk, where it will be sure to break the first time."

Then he let it fall, but it did not break.

"That is strange!" said the crow. "I'll try once more."

7. So he did. He flew up higher, and let the egg fall right on some stones. It did not break this time.

"The third time never fails," said Mister Crow. "I'll try once more."

Again he flew up with the egg and let it fall. It did not break even this time, but

just bounced on the stones like a rubber ball.

8. "Now, this is strange," said the crow. "It is the hardest egg I ever saw. Perhaps it has been boiled four minutes."

9. He flew down and looked at the egg. It did not look like a hard-boiled egg. So he took it up again, and flew as high as the wooden rooster on top of the barn.

10. "This time it must break," said he. But it only bounced higher than before, and was as whole as ever.

"I never saw such an egg," said Mister Crow. "I am afraid it is not good. I am very hungry, and this is tiresome work. I'll sit on the top of the barn and rest."

11. Just then the dairy-maid came along, and seeing the egg on the path, she picked it up and said: "Goodness me! Here is one of those china nest-eggs out in the garden."

LESSON XXXIV.

gŏŏd-bȳ′	ċȯv′er	tōad
sĕl′dȯm	ċōld′er	snŭg
en joy′	tŭcked	bŭg̃
fȧst′ing	plŭmp	flīeş

THE TOAD'S GOOD-BY.

1.

Good-by, little children, I'm going away,
In my snug little home all winter to stay;

I seldom get up, once I'm tucked in my bed,
And as it grows colder, I cover my head.

2.

I sleep very quietly all winter through,
And really enjoy it,—there's nothing to do;
The flies are all gone, so there's nothing to eat,
And I take this time to enjoy a good sleep.

3.

My bed is a nice little hole in the ground,
Where, snug as a bug, in the winter I'm found;
You might think long fasting would make me grow thin,
But no! I stay plump as when I go in.

4.

And now, little children, good-by one and all;
Some warm day next spring I shall give you a call;
I'm quite sure to know when to get out of bed,
When I feel the warm sun shining down on my head.

LESSON XXXV.

sĕn′tenç eş	ĕăp′i talş	twĕn′ty-sĭx
wordş	wrĭt′ten	sc͟rĭpt
lĕt′terş	spōk′en	tą̇lk
spĕll′ing	prĭnt′ed	spēak

WORDS AND SENTENCES.

1. In talking with one another we use words and sentences. We call the words we use in talking *spoken* words. We can only *hear* these words, we can not *see* them.

2. When we put these spoken words together so as to tell something we make sentences. These we call *spoken* sentences. It is this kind of sentences we use when we talk.

3. As we can not always see our friends, or talk with them, we often wish to write to them. The words and sentences we use for this purpose we call *written* words or *written* sentences.

4. The words and the sentences in this book were first written, and then the printers printed them. You have here *printed* words and sentences.

5. You will see that all these words are made up of small parts. These parts we call *letters.*

6. There are many words and sentences in this little book, and in larger books there are many more. But there are only twenty-six letters. These letters are put together in many different ways in order to make the words, and the words are put together in different order to make new sentences.

7. When we name the letters which are put together to make up a word, we call it *spelling.* We must be very careful when we write to use the right letters.

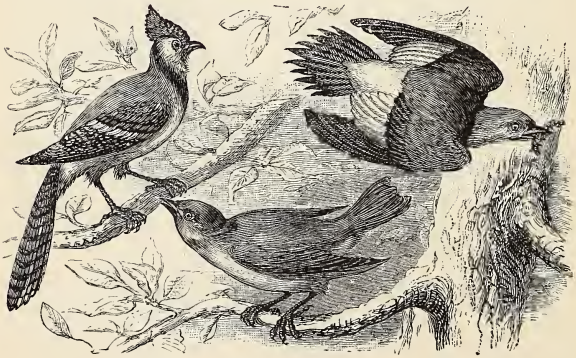
8. If we look at these sentences, we shall see that they have large letters at the beginning.

These large letters are called CAPITAL letters, and the others we usually call small letters.

9. Sometimes people print words so that they look very much as if they were written. We say that such words are printed in *script* letters.

LESSON XXXVI.

de scrībe′	drĕss	blăck	brown
mĭn′gle	cloak	whīte	grāy
Blūe′bīrd	vĕst	rĕd	blūe
Blūe′jāy	coat	green	yĕl′lōw



BIRDS' CLOTHES.

1. Some time ago we learned something of animals that wear clothing of hair and

fur and wool. Now we wish to learn something of the clothes which birds have.

2. We usually call birds' clothing dresses, and not coats. These dresses are made of feathers, and many of them are very beautiful, much more beautiful than those which girls wear.

3. Birds change their dresses once in a while, as cats and dogs change their coats. The new dresses of most birds are just like the old ones, but a few birds have two dresses which look very unlike.

4. They wear one dress a part of the year, and then put on the other. Sometimes the new dress is so unlike the old one that we think the birds are of a different kind.

5. Some birds have bright red dresses, some have green ones, some have blue ones, and some have yellow ones.

6. A few birds wear only plain black, brown, or gray clothes, and never put on any bright colors.

7. Others have dresses in which there are

many colors mingled together so as to make a very showy garment.

8. The Bluebird, which we often see in the summer, wears a dress which is almost all blue.

9. A Woodpecker, which comes about in the summer, and sometimes in the winter, has a bright red cap, a blue-black coat, and a nice white vest.

10. The Bluejay wears a light-blue head-dress and a shawl of the same color. His under-clothes are nearly white, and his over-coat, or cloak, is deep-blue with a white border.

11. There are very many birds, and if we keep our eyes open, when we walk along the streets, and in the fields, we shall see some dresses more beautiful than any described in this lesson.

---

clŏ**th** **th**ĭn **th**ĭng **th** (*sharp*).
clō**th**e**s** **th**ō**s**e **th**ē**s**e **th** (*flat*).

LESSON XXXVII.

stŭm′ble	a rīght′	¢rown
gāz′ing	pēr′se vēre	flĕd
su¢ ¢eed′	mīght	skȳ
re ẉąrd′	¢līmb	rēach
down′¢ȧst	stŭd′y	hĕad
bȳ-ănd-bȳ	ŧhōugh	tāil

DRIVE THE NAIL.

1. Drive the nail aright, boys,
   Hit it on the head;
   Strike with all your might, boys,
   Ere the time has fled.
   Lessons you've to learn, boys,
   Study with a will;
   They who reach the top, boys,
   First must climb the hill.

2. Standing at the foot, boys,
   Gazing at the sky;
   How can you get up, boys,
   If you never try?

Though you stumble oft, boys,
Never be downcast;
Try and try again, boys,
You'll succeed at last.

3. Always persevere, boys,
Though your task is hard;
Toil and happy trust, boys,
Bring their own reward.
Never give it up, boys,
Always say you'll try;
You will gain the crown, boys,
Surely, by and by.

---

sụre'ly sụ = shụ **sụg'ar sụ** = shụ

LESSON XXXVIII.

at tĕn'tion	**troŭb'le**	trĭcks
at tĕnd'ed	**twĭn̲k'ling**	ī'dle
un plĕaṣ'ant	pĭ ăz'zȧ	mo͞on

CUTTING UP THE MOON.

1. I will tell you of a boy who was always in trouble of some kind at school. His name was Frank.

2. When lessons were going on, he would be playing tricks with other boys as idle as he was. He never attended to what the teacher was saying.

3. But in time he was cured of his bad ways. And what do you think did it? He was cured by being laughed at.

No one likes to be laughed at, and Frank didn't like it.

4. It happened in this way. One evening Frank was out on the piazza, and looked up into the sky. The sky was all full of little twinkling stars.

5. Frank saw the little stars, and one great moon. He stared at the stars and the moon for some time, and then said out loud, "I wonder what is done with the old moons? I suppose they are cut up to make stars of."

6. Then he heard some one laugh behind him. And every one who heard the story laughed at him. This was very unpleasant for Frank, but he had to bear it.

7. He was a brave boy, and bore it as well as he could.

He soon made up his mind that it was not good fun to be laughed at, and he began to change his habits.

8. He left his old idle friends and went to work. He began to study hard.

He learned all his lessons, gave good attention to what his teacher said, and became a fine scholar.

9. He found out that the old moons were not cut up to make stars, and people left off laughing at him.

LESSON XXXIX.

crȳs′tals	brĕath	wĭn′ter
câre′fụl ly	pĭct′ūre	snōw
frōz′en	scârçe′ly	flākes
brēathe	mī′cro scōpe	cōld

SNOW CRYSTALS.

1. The snow usually falls in little bits, which we call flakes. These flakes are almost as light as feathers. They drop down

so gently that we scarcely feel them when they fall upon our hands or faces.

2. Some of the flakes are very small indeed, while others seem to be quite large. If we look carefully at these large flakes, we shall see that they are made up of several small ones, frozen together.

3. Many of the snow flakes have forms like those in the picture. These forms are called crystals, and are, as we can see, very beautiful. The snow flakes may be called winter flowers.

4. When the snow is falling, catch some of the large flakes upon a piece of black cloth.

Then carry the cloth carefully into a cold room, and lay it on a table where the light is good.

5. Now by looking at these flakes through a little glass, called a microscope, we can see how very beautiful snow crystals are. We must be careful not to breathe on the flakes, because our warm breath would spoil the nice crystals.

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whīle whĕn whạt whȳ wh = hw

LESSON XL.

tĭp′ping	**băl′us ter**	swạrm
lĭn̲′ger ing	**hụr räh′**	hāil′ing
rŭsh′ing	flŭt′ter	greet′ing
dȧnç′ing	breeze	bŭzz′ing
mĕr′ry	snătch	slīd′ing
scăm′per	crȳs′talş	frōze

HAPPY NEW-YEAR.

1. Sliding down the baluster,
Rushing through the hall,

Tipping over chairs and stools,
Laughing when they fall;

2. From the nursery dancing down,
Little folks so gay,
"Happy New Year!" loud they cry,
"Hurrah for New Year's Day!"

3. Such a flutter as they make,
Such a merry breeze,
Buzzing through the breakfast room,
Like a swarm of bees!

4. Lingering here to snatch a kiss,
There to shout again.

"Happy New Year every one!"
Off they scamper then.

5. Out of doors away they run,
Hailing all they meet,
Old and young, and rich and poor,
With the greeting sweet.

LESSON XLI.

ġĕn′tle man	**fĕnç′eṣ**	**pĭcked** (pĭckt)
mō′ment	**spŏt′ted**	dĕad
snătched	Nĕd	spoiled
shout′ed	dŭst′y	brōk′en
ŭn̲′ele	kĭlled	sănd
dĭtch′eṣ	sŭm′mer	s-hōōl

THE BUTTERFLY.

I.

1. It was summer time, and the weather was very warm. There was no school that day, and these boys were not old enough to do much work.

2. They lived quite near each other, and were fond of playing together. While they were playing beside the road, a large butterfly flew along quite near them.

3. The butterfly had beautiful wings spotted all over with very bright colors. "O, what a beautiful butterfly!" the boys all shouted at once. "Let us catch him."

4. So they snatched off their hats and caps, and began a race after the butterfly. It flew this way and then that way. It flew over fences and ditches and over sand and mud. Sometimes it was in the fields and sometimes in the road.

5. After running a long time, and getting very warm and very dirty too, one of the boys hit the poor butterfly with his hat. The blow killed it, and it fell into the dirt quite dead.

6. The boy picked it up and held it in his hand, but its beauty was all gone. Its legs were broken, and its beautiful wings were covered with dust. It was only a poor, dead, spoiled butterfly.

7. The boys felt a little sorry and looked sad for a moment or two. But they would soon have gone on with their play, without thinking anything more about the butterfly,

if a gentleman had not come up to them just at that time.

8. The boys all seemed to know this gentleman very well. They ran to meet him, shouting, "Uncle Ned! Uncle Ned! Just look here! See our butterfly!"

9. Uncle Ned, as the boys all called him, looked at the dusty, broken butterfly, and then said, "Well, boys, you will have to learn how to catch butterflies in some better way. This one is spoiled. It isn't good for any thing now."

II.

mo̤ve′ment	**shärp′ly**	**sŭcks**
stĕpped	**to̤ngue**	**chĭn**
lĭq′uids	**tō′wards**	**nĕck**
māin′sprĭng	**roŭgh** (rŭff)	**wāit**
fȧst′ened	**hŏl′lōw**	**nīçe′ly**
wa̤tched (wa̤tcht)	**flow′er**	**e̤a̤ught**

10. The gentleman had in his hand a little net, fastened to the end of a light stick. This

stick was about three feet long, and the net was made of very thin cloth.

11. Pretty soon another butterfly came flying along, and lighted on a flower near by. The boys kept still, and watched to see what Uncle Ned would do. He stepped along very quietly, and, by a quick movement of his hand, brought the net down over the flower and the butterfly.

12. "You've caught him," shouted the boys, and they all started to run towards the net.

"Wait, wait, boys," said Uncle Ned. "You are too rough to handle butterflies. You must look on and learn."

13. Then he took the butterfly out of the net very carefully, and put it into a little box which he had in one of his pockets. The boys looked on and kept very quiet.

14. After a short time, he opened the box again. The butterfly lay quite still. It was dead, but it was as beautiful as ever. Not a leg nor a wing was broken.

15. "Now boys," said Uncle Ned, "I will

hold the butterfly in my hand. You must not touch it, but you may look at it as sharply as you can. After you have looked as long as you wish, you may tell me what you have learned."

16. They did so, and learned a great many curious things. They found that a butterfly has six legs and four wings. It has no mouth, and never eats any thing. In place of a mouth it has a kind of tongue. This tongue is a very small hollow tube.

17. It sucks honey, and some other liquids, through this tube, as boys sometimes suck liquids through a piece of straw. It lives by drinking in this way.

18. When it does not wish to use its tongue, the butterfly rolls it up under its chin or neck. When rolled up it looks something like the mainspring of a watch.

19. The eyes of a butterfly are quite large. Each of its two large eyes is made of a great number of little ones. These little eyes are put together very nicely. With such eyes the butterfly can see several ways at the same

time. That is one reason why it is not easy to catch a butterfly.

20. Some other things which the boys learned we shall read about in another lesson. The wings are the most curious and the most beautiful part of a butterfly.

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beaū′ty eaū = ū tȯng*ue* ȯ = ŭ

LESSON XLII.

WRITING SENTENCES.

(*Write these sentences on slates or paper, and put the right words in the blank places. Put in words which are names of persons animals, or things. Such words are called* NAME *words.*)

1. *A large* ____ *flew along.*
2. *Let us catch the* ____.
3. *The* ____ *had beautiful wings.*
4. *They snatched off their hats and* ____, *and began a race after the* ____.

5. *Its legs were broken, and its beautiful ____ were covered with dust.*

6. *The ____ all seemed to know the gentleman.*

7. *A ____ has six legs and four ____.*

8. *A ____ has no mouth.*

9. *The ____ of a butterfly are quite large.*

10. *The ____ are the most beautiful part of a butterfly.*

Write other sentences, and use some of the same words.

LESSON XLIII.

ạl′to gĕth′er	ān′ġelṣ
chīld′ho͝od	glăd′ness
sŏr′rōw ing	cȃre′less
hŏn′est	wạtch′fụl
môr′tal	wạtch′ing
whạt ĕv′er	märk′ing

NEVER OUT OF SIGHT.

1. I know a little saying
   That is altogether true;
   My little boy, my little girl,
   This saying is for you.

2. 'Tis this, O blue and gray eyes,
   And black,—so deep and bright:—
   No child in all this careless world
   Is ever out of sight.

3. Some one is always watching you,
   And marking what you do,
   To see if all your childhood's acts
   Are honest, brave, and true.

4. And, watchful more than mortal kind,
God's angels, pure and white,
In gladness or in sorrowing,
Are keeping you in sight.

5. Oh, bear in mind, my little one,
And let your mark be high!
You do whatever thing you do,
Beneath some seeing eye.

6. Oh, bear in mind, my little one,
And keep your good name bright;
No child upon this great, round earth
Is ever out of sight.

---

*h*ŏn′est = ŏn′est *h*our = our

LESSON XLIV.

nēi′ther	dĕaf	a pärt′
con vērse′	dŭmb	points
dĭs′tançe	truth	dŏts
blăck′bōard	līe	taught
crŏŏk′ed	chalk	lēarn
strāight	pā′per	talk

WHAT TRUTH IS LIKE.

1. Some boys and girls can neither hear nor speak. Such persons are said to be deaf and dumb.

2. These deaf and dumb boys and girls do not go to school with other children. They can not learn to read and to talk in the same way that we do.

3. They learn to talk with their arms, and hands, and fingers. They learn also to converse with people by writing questions and answers upon a slate, or upon paper, or upon a blackboard.

4. A gentleman, who was visiting a school where deaf and dumb children were taught, asked one boy, "What is truth?"

5. The boy went to the blackboard, took a piece of chalk, made two dots, or points, some distance apart, and then drew a straight line from one point to the other.

6. The gentleman asked him, "What is a lie?"

The boy rubbed out the straight line, and drew a very crooked one.

He thought truth is like a straight line, and a lie is like a crooked one.

7. Truth is a straight story, and a lie is a crooked story.

Always tell straight stories, and never tell crooked ones.

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wa̤lk = wa̤k ta̤lk = ta̤k
cha̤lk = cha̤k

LESSON XLV.

blīndş	prŏm′ĭse
cûr′tain (kŭr′tin)	be hāve′
shrŭbş	hŏp′ping
re çīt′ed	bŭzz′ing
cū′ri oŭs	ōak
schōōl′-house	beech
schōōl′-yärd	mā′ple
schōōl′-rōōm	grōve

THE SCHOOL IN A GROVE.

I.

1. The school house was a small one, and there were no blinds or curtains for the windows. The school yard was small, and there were no trees or shrubs in it.

2. It was a very warm afternoon, and the sun shone in through the open windows and made the little room much too hot for the children.

3. A little way from the school house was a fine grove of large trees. Miss Davis, the teacher, asked the scholars if they would all like to have school out in the grove that afternoon.

4. They all said, "Yes," and promised to study as hard and behave as well as they did in the house.

They were soon in the grove, under one of the largest trees.

5. Some of the trees were oak, some were beech, and some were maple. They were large and their branches had grown long and high. The grass grew fine and thick under them.

6. Some pretty birds had built their nests among the branches of the trees, and were hopping about over the children's heads. Now and then a bee went buzzing by. And two or three beautiful butterflies flew near.

7. The children thought it was a curious kind of school room which had birds, and bees, and butterflies in it. But they behaved well, and had good lessons and recited nicely.

8. When the lessons in the books had been learned and recited, Miss Davis said, "Now lay your books aside, and we will have a lesson or two which we do not find in the books." The children were ready enough to lay aside their books.

II.

ex ăm′ĭne	thĭnk	ā′cornş
beech′nŭts	thôught	fruit
re plīed′	bärk	a līke′
pâr′ents	lēaveş	through

9. "You may tell me," said Miss Davis, "how many kinds of trees you can find in the grove." Then the children all ran about through the grove to look at the trees. Soon they came back, and told the teacher the names of all the trees they could find.

10. "Now," said Miss Davis, "I wish you to think a little, and then tell me how you know one kind of tree from another. How do you know a maple tree from a beech or an oak?"

11. "O, that's easy enough," said one boy. "I just look at them, and then I know."

"But *how* do you know?" asked the teacher.

Then the boy began to look at the trees more closely, and to think more carefully.

12. Pretty soon another boy said, "*I* know one sort of tree from another by the *bark*. The bark of a maple tree does not look like the bark of a beech or an oak."

After looking a little, some of the other children said that James, for that was this boy's name, was right about the bark.

13. One of the girls said, "*I* know the trees by their *leaves*. See! I have some maple leaves, and some beech leaves, and some oak leaves." She held up the leaves in her hands. "They don't look alike," she said.

14. The other children examined the leaves, and said she was right. They were not alike.

15. John said he knew oak trees in the fall because they had *acorns* on them. And he knew beech trees because they bore *beech-nuts*. He was not sure whether maple trees bore nuts, but he thought they did not.

16. "Very well," said Miss Davis, "you know the trees from each other by their *bark*, by their *leaves*, and by their *fruit*."

Some of the children laughed, and said they didn't think acorns and beechnuts were fruit.

17. "Well, you may ask your parents about that," Miss Davis replied. "It is time now to close school. If you wish to do so, we will have another lesson in the grove some day."

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e**x̱** ăm′ĭned **x̱** = gz

LESSON XLVI.

blŏs′som	**prĭm′rōse**	stär′-līke
hŭm′ming	**cạw′ing**	rōōks
hȯn′ey	**blēat′ing**	ĕlms
căt′kins	**māid′en**	gnăts
wĭl′lōws	lămbs	lärk
slĕn′der	flĭt′ting	briēf
ȯr′chard	lād′en	lēaf

THE VOICE OF SPRING.

1. I am coming, little maiden!
With the pleasant sunshine laden;
With the honey for the bee;
With the blossom for the tree;
With the flower and with the leaf;
Till I come the time is brief.

2. I am coming, I am coming!
Hark! the little bee is humming;
See, the lark is soaring high
In the bright and sunny sky;
And the gnats are on the wing;
Little maiden, now is spring!

3. See the yellow catkins cover
All the slender willows over;
And on mossy banks so green
Star-like primroses are seen;
Every little stream is bright;
All the orchard trees are white

4. Hark! the little lambs are bleating;
And the cawing rooks are meeting

In the elms,—a noisy crowd;
All the birds are singing loud;
And the first white butterfly
In the sun goes flitting by.

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*g*năt = năt briēf iē = ē
lăm*b* = lăm

LESSON XLVII.

WRITING SENTENCES.

(*Write these sentences, and put words which mean some kind of* ACTION *in the blank places.*)

1. *The scholars ____ to the grove.*
2. *The grass ____ under the trees.*
3. *The birds ____ about in the branches of the trees.*
4. *A bee went ____ by.*
5. *Two or three butterflies ____ along.*

6. *The children behaved well, and* ____ *their lessons nicely.*

7. *Miss Davis said, "Now* ____ *your books aside."*

8. *The children* ____ *about the grove to* ____ *at the trees.*

9. *I am* ____ *little maiden.*

10. *The little lambs are* ____.

11. *All the birds are* ____ *loud.*

Write sentences and use these words:

study, write, read, spell, make, come, go, sit.

LESSON XLVIII.

ad vīçe′	**wọuldn't**	màs′ter
mis tāke′	**ĕl′bōwṣ**	hĭm
vĕxed	blŏt′ted	hў̆mn
dĭpped	spoiled	piēçe
läughed (läft)	whĭs′per	rụleṣ
schŏl′ar	stŭd′y	wrīte
bŭt′ter flȳ	spĕll	rēad

SOME ADVICE.

I.

1. Jonas and Rollo were working together in the garden. Rollo asked Jonas to tell him a story while they were at work.

2. "I can not think of any story very well just now," said Jonas, "but I can give you some advice."

"Very well, give me some advice then," replied Rollo.

3. "My advice will be one of my old schoolmaster's rules."

"Your old schoolmaster!" said Rollo. "Who was he?"

4. "Oh, he was an old man to whom I used to go to school. He had no hair on his head, and so he wore a black woolen cap."

Rollo laughed at this, and said, "What a funny man!"

5. "He had six rules," Jonas said, "three for study, and three for play. His first rule for study was this:

'What's once begun
Must always be done.'

6. "When I went to his school a new scholar came one day. This new boy had a seat near me. The master wanted him to write some lines of a hymn to show how well he could write.

7. "The boy took out a piece of paper, and began and wrote one line of his hymn. It did not look very well, so he put that piece away, and took another and began again.

8. "He wrote on this piece one line and part of another. Then he made some mistake. When he found out his mistake he looked very much vexed, and pushed this piece of paper away and took another.

9. "This time he dipped his pen too deep in the ink, and let a great drop fall on the paper. This drop of ink made a large black spot which the master called a blot.

10. "Now the boy looked quite sad and vexed, and said, in a whisper, that he wouldn't try again. He sat some time, with his elbows on his desk, looking around the schoolroom.

11. "At last he seemed to feel a little better, and laid the blotted piece of paper away

with the others which he had spoiled. Then he took a fresh piece, which was the last he had, and began once more."

II.

thr̤ough (thrōō)	wha̤t's	onçe
re mĕm´ber	hăb´it	twīçe
cŏn´tra ry	world	fīrst
fāil´ūre	fĭn´ish	sĕc´ond

12. "Just as the boy had written the first word on this piece, the master came to see how he was getting along.

"'What, only one word yet!' said the master. 'What have you been doing all this time?'

13. "'Oh, I began once or twice before, and spoiled them,' said the boy.

"'Let me see,' said the master. So he looked at the pieces which had the mistakes and the blots on them.

14. "'This won't do,' said he. 'It's contrary to my rule. My rule is,

"What's once begun
Must always be done."

You must take the first piece of paper, and finish that. You must never throw away your work and begin again.'

15. "'Why, my pen was not good,' said the boy.

"'No matter for that; you must not throw away any work once begun in my school.

16. "'When you once begin any thing, you must always go right through it. If you do not, you will get in the habit of being discouraged at any little failure. And, in that case, you will never do much in the world.'

17. "So the old master made the boy take his first piece of paper and finish his first hymn that day. The next day he made him finish the second one, and so on till he had finished them all.

18. "Now," said Jonas, "My advice is my old master's rule."

Rollo said he was sure he had often spoiled his writing, and begun over again. But he

thought it was a bad plan, and he would try to remember the rule.

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hў*m*n = hĭm onçe = wŭns

LESSON XLIX.

an ȯth′er	a jär′	be lŏng′
lŏng′est	a fär′	¢răcked
hīgh′est	mouse	skīrts
stĭtch	fŭn′ny	bo͞ots
ĕnd′ed	house	ad vīçe′
mount′ain	¢ûr′taĭnṣ	vĕxed

NEVER GIVE UP.

1. *One step and then another,*
And the longest walk is ended;
One stitch and then another,
And the largest rent is mended;

2. One brick upon another,
And the highest wall is made;
One flake upon another,
And the deepest snow is laid.

3. Then do not look disheartened
On the work you have to do,
And say that such a mighty task
You never can get through.

4. But just endeavor day by day
Another point to gain,
And soon the mountain which you feared
Will prove to be a plain.

LESSON L.

shĕp′herd	**re çēived′**	fŏg
pȧst′ūre	**sēarched**	sheep
dĭ rĕc′tion	sŭd′den	pẽr′sons
dĭs′tançe	∈līmb	steep

THE SHEPHERD DOG.

1. In some countries men often keep many sheep. The persons who take care of

the sheep are called shepherds. These shepherds often have dogs to help them in their work.

2. The dogs which they keep are called shepherd dogs; and some of them learn to know almost as much about taking care of sheep as their masters do.

3. One day a shepherd, who lived in a country full of hills and mountains, went out into his pasture to look for his sheep. He took with him his dog, and a little boy about four years old.

4. After they had walked for some time without finding the sheep, they came to a high, steep hill. The man wished to go up to the top of this hill, so that he might be able to see off a long way in all directions.

5. The little boy was too tired to climb the hill. So his father left him at the foot of the hill, and told him not to stir from the place until he and the dog came back.

6. In that country thick fogs often come up very suddenly. The shepherd had been gone only a short time when one of these

fogs came on, and it was soon almost as dark as night.

7. He hastened back, as fast as he could, to the spot where he had left the little boy. He searched all about and called the boy's name, over and over many times, but the boy was nowhere to be found. The poor man went home with a very sad heart.

8. When the shepherd reached his house, he found that his dog was gone as well as his boy. The dog did not come home that night, and no one could tell where he was.

9. The next morning, as soon as it was light, the man went out again and searched all day, but could find nothing of his lost boy. When he came back at evening, he learned that the dog had been home at noon for his dinner, and had gone away again.

10. The shepherd kept on looking for his boy all the time for four days, and every day, while he was absent, the dog came to get something to eat. As soon as he received his food, he ran off and was not seen again till the next day.

11. On the fifth day the man waited at home until the dog came, and then followed him when he started to go off again. The dog ran a long distance till he reached the steep bank of a little river.

12. At this place the water ran over some high rocks, and under these rocks was a small cave. The dog jumped down the bank and ran into this cave. The shepherd followed his dog over the rocks, as fast as he could.

13. Then he crept along into the cave, and there he found his lost boy eating a cake, which the dog had just brought to him.

14. In some way the boy had fallen down this bank, and could not climb up again. The dog had found him, and had kept him from starving, for five days, by bringing him every day his own dinner.

LESSON LI.

WRITING SENTENCES.

(*Write these sentences, and put in the blank places words which show* WHAT KIND *or* HOW MANY.)

1. Some dogs are ____ to hunt.
2. A ____ dog will take care of sheep.
3. There were ____ hills and mountains in that country.
4. The boy was about ____ years old.
5. The man looked for his little boy ____ days.

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6. Try to be cheerful;
   Never be fearful,
   Or think that the sky will fall.

Let the sky tumble,
Fear not the rumble,
It never can hurt you at all.

LESSON LII.

spăr′rōw	frīght′ened
crŭmbs (krŭmz)	brĕak′fast
com plāinş′	Thŏm′as (tŏm′as)

THE SPARROW.

1. Glad to see you, little bird;
'Twas your pretty chirp I heard:
What did you intend to say—
"Give me something this cold day"?

2. That I will, and plenty too;
All these crumbs I saved for you:
Don't be frightened—here's a treat!
I shall wait to see you eat.

3. Thomas says you steal his wheat;
John complains his plums you eat—
Choose the ripest for your share,
Never asking whose they are.

4. Yet you seem an honest bird!
Don't be vexed at what I've heard.
Now no pears nor plums you eat,
Now you can not steal the wheat;

5. So I will not try to know
What you did so long ago:
There's your breakfast, eat away;
Come and see me every day.

---

toŏch mŭch **oŏ** = ŭ.

LESSON LIII.

mos quï'to	**mouth**	bĭll	blo͝od
nee'dleȩ	**teeth**	tūbe	pu͝sh'eȩ
a wāke'	**to͝ngue**	skĭn	pŏnd
troŏb'le	**bīte**	sŭcks	sleep

MOSQUITOES.

I.

1. No one likes mosquitoes. When they come flying about, we try to kill them, for we do not like the noise which they make, and we often say that they bite us.

2. But they have no teeth, and, of course, can not bite. And, more than that, they have no mouth. Instead of a mouth and a tongue, a mosquito has a little tube, which we call a bill.

3. In this tube he has some very small, sharp things which we might call needles. When he lights on our hands or faces, he puts the end of this tube down upon the skin.

4. Then with the sharp needles he makes a hole through the skin. He pushes the tube, or bill, into this hole, and sucks the blood up through it. Mosquitoes live upon blood when they can get it.

5. They are very small animals, but sometimes they trouble us a great deal more than

larger animals do. This is the case when they come into the house, at night, in warm weather, and keep us awake, when we wish to sleep.

6. Do you know where the mosquitoes live before they begin to fly about and suck our blood? It will be very easy to find out, if you live near a pond of dirty water.

7. If there should be no pond near the place where you live, and you wish to know all about them before they begin to fly about, you can easily find out. A barrel or a tub filled with water will do just as well as a pond. If the weather is warm you will soon have more of them than you want.

II.

wrĭg′gler	**un tī′dy**	bōat	stĭck
sûr′façe	**en joy′**	flōat	sĭn̰k
hŭn′dred	**fĭlth′y**	rȧft	bôrn
wrĭg′glerş	**dĭtch′eş**	wa̤rm	rāiş̣e

8. People do not usually like to have mosquitoes around, but by being a little careless,

some raise them when they do not wish to do it.

9. The mother mosquito lays her eggs on the surface of the dirty water. The eggs are very small, but she lays a great many of them, sometimes as many as three hundred.

10. The eggs stick together so as to make a kind of boat or raft. In this way they float about on the water, and do not sink. One end of the eggs is a little larger than the other, and the larger end is turned down so as to dip into the water.

11. Only a few days after the eggs have been laid, the young mosquitoes come out of the large end of the eggs, and then go right down into the water.

12. So mosquitoes are born in the water, and they live in the water for some time. They do not live in good, nice, clean water, but in dirty ditches, ponds, tubs and barrels.

13. When they first come out of the eggs they do not look like the mosquitoes which

we see flying about. They have no long legs, and no wings. They just wriggle along in the water. For this reason they are called wrigglers.

14. But after a few days their legs and wings begin to grow. They soon leave off wriggling, come up out of the water, and fly away.

15. They seem to enjoy themselves in the dirty water. And, for my part, I wish they would always stay there. I think we could do very well without them.

---

mos′**quï′**to **ï** = ē **qu** = k

quī′et **qu** = kw

LESSON LIV.

lĭve′lŏng	bounç′eş
grȧss′hŏp per	squir′rel
pāint′ed	răth′er
bŭt′ter flȳ	pĭ ăz′zȧ
wȯn′droŭs	un plĕaş′ant

THE BUTTERFLY.

1. "Pretty painted Butterfly,
What do you do all day?"—
"I roam about the sunny fields,
And nothing do but play."—
"Nothing do but play,
All the livelong day!
Oh, fie! butterfly,
To waste your time away."—

2. "I see my lovely shining wings
In every drop of dew;
And then I think that all the world
Is looking at them too:
Looking at them too,
Yellow, red, and blue;

Then I think that all the world
Is looking at them too."—

3. "Oh, fie! butterfly,
You vain and silly thing;
I'd rather be a grasshopper,
A pretty song to sing.
I'd rather be the honey-bee,
That's busy all the day
Than an idle butterfly
That wastes her time away."

LESSON LV.

cŭt'ter	knŏc̣ked	wo̤lf
bŭt'ter	dēar'ly	wo͝od
yŏn'der	bȧs'ket	ho͝od

LITTLE RED RIDING HOOD.

I.

1. Far away, in a village, a sweet little girl once lived. Her mother and grandmother both loved her very dearly. She used to wear a pretty red hood, and so every one called her Little Red Riding Hood.

2. One day her mother made some nice cakes, and said to Little Red Riding Hood, "Your grandmother is ill, and I wish you to take some of these cakes and a small pot of butter and carry them to her."

3. Little Red Riding Hood put the cakes and butter into a basket, and set out for her grandmother's house, which was on the other side of a thick wood.

4. As she was going through the wood she met a great wolf.

The wolf wished very much to eat her up at once, but he was afraid of some wood-cutters who were at work near by in the forest.

5. So he came up to the little girl, and said, in as pleasant a voice as he could, "Good morning, Little Red Riding Hood."

"Good morning, Mister Wolf," said she, not knowing how wicked the wolf was.

6. Then the wolf asked her where she was going.

"I am going," said Little Red Riding Hood, "to see my grandma, who is sick."

7. "Where does she live?" asked the wolf.

"She lives near the mill yonder, just through the wood," said the girl.

8. "Well," said the wolf, "I will go and see her too. I will go this way and you go that, and let us see which will be there first."

9. The wolf took the shorter way, and ran as fast as he could. Very soon he stood at the door of the cottage, and knocked gently two or three times.

II.

10. "Who is there?" said the old lady.

"It is Little Red Riding Hood," replied the wolf, in the voice of the little girl. "I have brought some cakes and butter."

11. "Pull the string and the latch will go up," said the good grandmother, who was too ill to rise from her bed.

The wolf pulled the string and the door opened.

12. As soon as he was inside the cottage, the wolf sprang upon the bed and ate up the old grandmother in a very few minutes.

Then the wolf got into the bed and covered himself with the clothes.

13. Pretty soon Little Red Riding Hood came and tapped on the door. "Who is there?" said the wolf. "It is only Little Red Riding Hood," said the little girl.

14. "Pull the string and the latch will go up," said the wolf.

Little Red Riding Hood did as she was bid; the door opened, and she went in.

15. The wolf hid his head under the bed-clothes, and told her to put the cakes and butter into the cupboard. She did this, and then went to the bed and began to fold back the bed-clothes.

16. "Why, grandmother," said she, "what large, long arms you have!"

"The better to hug you, my child," said the wolf.

17. "What great ears you have!" said the little girl.

"The better to hear you, my dear."

18. "What great eyes you have, grandmother!"

"The better to see you," said the wolf.

19. "But, grandmother, what big teeth you have!"

"The better to eat you up," said the wolf, as he was just ready to spring upon her.

20. At that moment some men came running into the cottage with clubs and stones, and drove away the wicked wolf.

So the life of Little Red Riding Hood was saved.

LESSON LVI.

WRITING SENTENCES.

(*Write these sentences, and put the right words in the blank places.*)

1. When the mosquitoes come flying about we try to _____ them.

Do you know where the mosquitoes live before they begin to _____?

Snow falls in the _____.

Flowers grow in the _____ when the weather is warm.

Birds build their nests in the _____.

6. *A horse can run very* ____

7. *The man loved his boy very* ____.

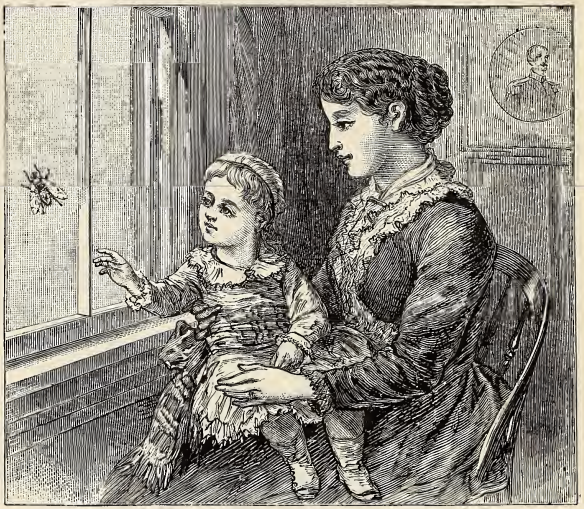
8. *The dog did not come home* ____ *night.*

9. *The dog found him and* ____ *him from starving.*

10. *Some people walk very fast, and some walk very* ____.

Write other sentences and use the words: *here, there, where, now, then, when.*

LESSON LVII.

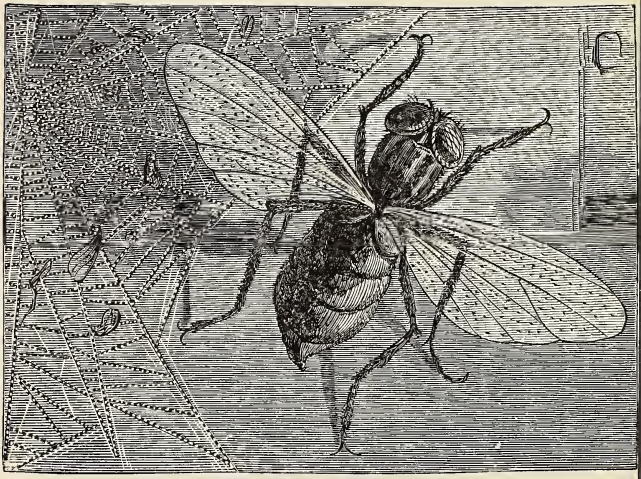


drăb′bled	whĭsk′erş	twĭst
tĭck′ling	spī′derş	thīghş
rāin′bōwş	tǒngue	gnăt
pĕd′dler	bŭzz′ing	bā′by
çēil′ing	ɛrạwlş	flīeş
ɛăn′dle	wāist	shọeş
bâre′hĕad	tāste	tōeş

THE FLY.

1. Baby Bye,
Here's a Fly,
Let us watch him, you and I.
How he crawls
Up the walls—
Yet he never falls!
I believe, with those six legs
You and I could walk on eggs!
There he goes,
On his toes,
Tickling Baby's nose!

2. Spots of red
Dot his head;
Rainbows on his wings are spread!
That small speck
Is his neck;
See him nod and beck;
I can show you, if you choose,
Where to look to find his shoes:
Three small pairs
Made of hairs—
These he always wears.



3. Black and brown
Is his gown;
He can wear it upside down!
It is laced
Round his waist;
I admire his taste!
Pretty as his clothes are made,
He will spoil them, I'm afraid,
If to-night
He gets sight
Of the candle-light!

4. In the sun
Webs are spun;
What if he gets into one?
When it rains,
He complains
On the window-panes.
Tongues to talk have you and I;
God has given the little Fly
No such things;
So he sings
With his buzzing wings.

5. He can eat
Bread and meat;
See his mouth between his feet!
On his back
Hangs a sack,
Like a peddler's pack.
Does the Baby understand?
Then the Fly shall kiss her hand!
Put a crumb
On her thumb:
Maybe he will come!

6. Round and round,
On the ground,

On the ceiling, he is found.
Catch him? No:
Let him go:
Never hurt him so.
Now you see his wings of silk
Drabbled in the Baby's milk!
Fie, oh fie!
Foolish Fly!
How will he get dry?

7. All wet flies
Twist their thighs:
So they wipe their heads and eyes.
Cats, you know,
Wash just so;
Then their whiskers grow!
Flies have hair too short to comb—
Bareheads, always out from home!
But the Gnat
Wears a hat:
Do you laugh at that?

8. Flies can see
More than we—
So how bright their eyes must be!

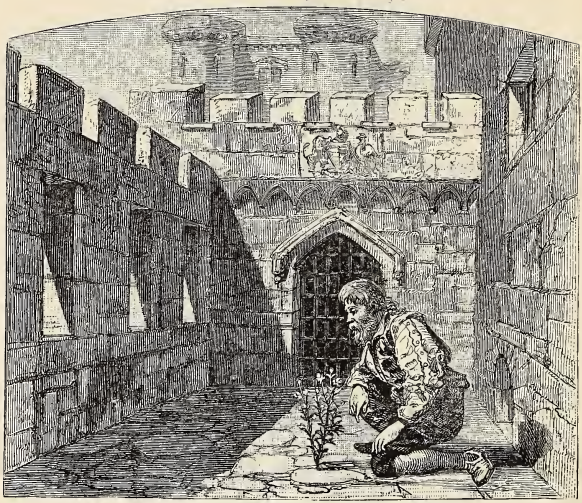
Little Fly
Mind your eye—
Spiders are near by!
And a secret let me tell:
Spiders will not treat you well!
So I say
Heed your way!
Little Fly, good-day!

LESSON LVIII.

Frȧnçe	**lĭb′er ty**	ĭn′ter est
Ĕm′per or	**per mĭt′**	hāil′stôrm
al lowed′	**prĭṣ′on**	hāil′stōneṣ
lōne′sȯme	pro tĕ€t′	glo͞om′y
at tăched′	nō′tĭçed	Çhär′ney
flow′er	beaū′ty	lȯve′ly

THE FLOWER IN A PRISON.

1. Many years ago, a man whose name was Charney, was put into a gloomy prison in France. He was not allowed to have



any books or paper, and so he could not spend his time in reading or writing.

2. His life was very sad and dull, and he was lonesome enough. There was a little paved yard, with high and strong walls, attached to the prison.

3. Charney was allowed to walk, for a short time every day, in this yard. One day he noticed a little plant growing up between the stones with which the yard was paved. No one knew how the seed came there.

4. Charney watched the plant very carefully day by day. It grew larger and larger, and he came to love it very much. He had never seen a plant like this one, and could not tell what it was.

5. By and by the plant put forth some flower buds, and then he watched it with still more interest. In a little time the buds became beautiful flowers.

6. Now Charney loved and cared for the plant more than ever. He got some little sticks and made a frame to protect it so that the wind should not blow it over and break it.

7. One day a hailstorm came up, and the hailstones fell thick and fast. Charney saved his plant by bending over it, and allowing the hailstones to fall on him.

8. The plant and its beautiful flowers became the means of setting the poor man free from prison. This is the way it happened. Another man, who was shut up in the same prison, had a little girl. This girl was al-

lowed to come into the gloomy prison to see her father.

9. She saw the plant and the beautiful flowers, and told the wife of the Emperor of France all about them. This lady liked flowers very much, and she thought Charney could not be a bad man if he would take such care of a little plant.

10. After a short time she persuaded the Emperor to give Charney his liberty, and permit him to go again to his own home.

11. When he left the prison he took the little plant with him, and kept it alive as long as he could.

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per s**uā**de′ **uā** = wā

LESSON LIX.

frĕt′ting	tĕmpt′ed
grŭmb′ling	rē mĕm′ber
lĭst′en (lĭsn)	◦cŏn tent′

FRETTING AND GRUMBLING.

1. "Now, then, children," said a gentleman one day to a company of boys and girls, "I have a rule to give you about fretting and grumbling.

2. "It is a very short rule, but it is worth your while to remember it. Listen while I tell you what it is, and then try to put it in use:—

3. "Never fret about what you can not help, because it will do no good; and never fret about what you can help, because if you can help it, then do so.

4. "When you are tempted to grumble about anything, ask yourself, 'Can I help this?' If you can not, then do not fret about it. All children should remember this little rule, and begin to use it while they are young.

5. "Everybody in the world has trials; and the only way to be happy is, not to be wishing for what we can not get, but to be content with what we have, or what we may be able to get.

LESSON LX.

flŭt′ter ing	lȳ′ing	pẽrch
hŏp′ping	re spĕcts′	līght′ed

THE PET BIRD.

I.

1. One day a man saw a poor little bird lying on the ground. It had fallen out of its nest, and was fluttering about in a great fright. It was too young to fly.

2. The man carried it home, and took care of it. He put it in a cage, for fear that some cat might hurt it. The bird soon grew so tame that, when the door of its cage was opened, it would come out and fly about the room.

3. Sometimes it lighted on its master's knee and picked crumbs out of his hand. It was a pretty sight to see it hopping about. "Come, Pet," its master would say, holding out his hand; and in a moment the bird would fly to him and perch on his finger.

4. Its master was kind to it, and the bird

was not afraid of him. It knew that it was safe with him. Birds soon learn to know who are kind to them.

5. One day the window was open, and the bird flew out. Its master thought it was lost; but it soon came back. After that it was allowed to fly out and in as it pleased. It always took care to be in at meal-times, when there were crumbs for it to pick up.

6. Summer and winter passed away, and still the bird never tried to leave its master. It might fly about out of doors, but it always came back.

II.

sur prīṣed′	buĭld′ing (bĭld)
hătched (hătcht)	crŭmbs

7. At last spring came, and one day the bird flew out of the open window, as it had done many times before. But it did not come back again.

8. Dinner-time came; supper-time came; but there was no little bird to pick up the

crumbs. Days passed, and the man began to think it had been killed, and that he should see it no more.

9. Think how surprised he was when, after more than three months, no less than five birds flew in at the open window! One of them perched on his shoulder and picked at his coat in a friendly way, while the others fluttered about the room.

10. It was his old pet bird, which had come back with her young. She had built a nest and hatched her brood. They were now grown up and able to fly, so she had brought them all to see her old master.

11. They staid only for a little time, and then they all flew away. After that the mother bird would now and then come back to see her old master, but she never staid long. She had duties elsewhere, and he did not try to keep her from them. He was glad that his little pet was happy in her own way of life.

12. Children should learn to be kind to the birds, and to let them live the life for which

they are fitted. They are much happier in the woods, building their little nests, and caring for their young, than we can ever make them.

LESSON LXI.

thăn̲k′fụl	grōveş	joyş
our sĕlveş′	wạtch	hăp′py
sŏr′rōwş	ought	friĕndş

BE THANKFUL.

1. Do you see the boys and girls in this picture? They are very happy. They skip about and play all day long, full of life and joy.

2. They are thankful that they have so many things to enjoy. They have a fine house to live in; kind friends who watch over them, and who are glad to give them all the things they need.

3. They have fine, large grounds about the house, beautiful walks, and sweet flowers. They think that all these are their own. They are good children, and every pretty thing they see makes them full of joy.

4. They hear the birds singing in the groves, and call them their own. The fine fruit on the trees, they think, grows for them to eat.

5. Some people think that these children are happy because they have so many nice things that they can call their own, but this is not so. They are happy because they love one another, and love all their playmates.

6. There is no good reason why they should not be just as happy as they are now, when they grow older. If they are as good and kind as they are now, you may be sure they

will be just as happy. They will always find much for which they can be thankful.

7. We may all be happy through life, but we must be sure that we treat others as we wish them to treat us. The sorrows of others should make us sad, and their joys should make us happy.

8. It is a great mistake to think that we can be happy only when others do kind things to us. The best way for children or older people to be happy is to do some kind act for others. We make ourselves happy when we make others happy.

9. Are all the boys and girls who read this story as happy as those in the picture seem to be? If not, I am afraid they are not doing what is right.

LESSON LXII.

blīthe′ly
crōak′ing
fōre tĕll′
shĭv′ered
sŭlk′i ly
chīrp′ed (chīrpt)
rā′ven (rāvn)
līve′li er
hŏp′ped (hŏpt)
mēan′whīle

THE ROBIN AND THE RAVEN.

1. "Good morning to you," said a little Robin, with a chirp, to a Raven who was croaking in a cross tone about the cold wind.

2. "I said good morning to you," repeated the Robin, as the Raven did not reply.—"You seem very merry this morning about nothing," at length said the Raven.

3. "Why should I not be so?" replied the Robin.—"Don't you see those black clouds yonder?" said the Raven. "What do they foretell but snow?" and he shivered at the thought of it.

4. "Wait till it comes; time enough to be sad then. I shall sing till then, at any rate; and perhaps then too, for it will not make me any colder," chirped the Robin.

5. "I dare say you are foolish enough to do so," croaked the Raven. But the Robin hopped away; perhaps to find more cheerful company than the Raven's.

6. By-and-by the sun shone forth; and as the Robin was singing blithely on the farmer's fence, the Raven again came out, not

seeming to be much the livelier for the sunshine.

7. "Well, my friend, and where's your snow?" said the Robin.—"Never mind; it will come," replied the Raven, sulkily.

8. "And meanwhile you will croak yourself hoarse. For my part, I like to take the bright side of everything, and I seldom fail to find it."

9. But the Raven croaked on, and the Robin sang on; and it is said that the Raven croaked till he died, and that the Robin sang on his grave.

LESSON LXIII.

flĭt′ting	pär′çel	bŭt′ter flies
loi′ter	tĕmpt′ed	quĭck′ly

NEVER LOITER.

1. A little boy, with a parcel in his hand, was one day walking along a country road. He had three miles to go, and the sun was very bright and warm.

2. He heard the birds singing in the trees,

and saw the butterflies flitting about. Everything tempted him to loiter by the way.

3. Yet he walked along very quickly, thinking that the faster he walked, the sooner he would be at home. As he went on his way, he heard a cart behind him.

4. When it came up to him the driver stopped, and having found out where the boy was going, kindly asked him to jump up beside him.

5. The boy was very glad to do so; and as they drove along, the driver, a good old farmer, began to talk with him. "Do you know why I asked you to ride with me?" said he. "No," said the boy.

6. "Well, then, my boy, let me tell you. I saw you walking along very fast and doing your duty, and so I asked you to ride.

7. "But if I had seen you, with that parcel in your hand, wasting your time playing or idling by the way, I would not have asked you. I like to help those only whom I see doing their duty."

8. Boys! think of what the old farmer

said. Wherever you may be, whatever you may be doing, never idle or play when you have work to do.

LESSON LXIV.

re vīve′ wrĕcked (rĕkt)
whĭn′ing (hwĭn′ing) clăsped (klaspt)
căp′taĭn (kăp′tin) drăgged (drăgd)
wạtch′men lăn′tern

A NOBLE DOG.

1. One dark night, the watchmen at a small village on one of our coasts heard the whining of a dog. They went out, and found the dog, and having tied a lantern to his neck, they followed him to the beach.

2. There they found a woman and her child, a little girl two years old, stretched on the sand, and, as it seemed to them, all but dead.

3. They carried them to a house about half a mile off, and did all they could for them. The child was nearly well next morn-

ing, but it was a long time before the mother was well.

4. After a few days, however, she was able to speak. The first thing she said was, "Where is Robert? Where is my husband?" And she wept very bitterly as she thought that she should never see her dear husband more.

5. She had sailed with him some weeks before in his ship, the *Merry May*. They had met with one storm after another; and at last the ship, after all the masts were gone, had been driven on the rocks and wrecked.

6. The only thing the good lady could remember, after the breaking up of the ship, was that she had been dragged ashore by some one, while she held her child firmly clasped in her arms.

7. It was their faithful dog that had saved them from drowning, and that had brought to their help the good watchmen who had treated them so kindly.

8. Her joy was great when she found, a day

or two later, that her husband also was safe. He had floated on a mast all night, and had been picked up in the early morning by a passing ship and taken to a distant port.

9. Great was the joy of the meeting of father, mother, and child; and deeply thankful they were that they had all been saved.

10. They never forgot how much they owed to their noble dog. As soon as they reached their own home, the captain had a new collar made for him, on which the story of his brave act was told.

LESSON LXV.

do mĕs′tic	drīv′ing
or′na ment	buĭld′ingş
pēa′cŏck	spōrts′man
com păn′ionş (-păn′yunz)	prŏp′er ty

DOMESTIC ANIMALS.

1. Domestic animals are those animals which we rear for use and for ornament, such as the horse, the cow, and the dog; the hen and the peacock.

2. The horse and the mule are our chief beasts of burden. They are used both for riding and for driving.

3. The cow and the sheep supply us with food and with clothing. While alive, the cow gives us food in the form of milk, and the sheep gives us clothing in the form of wool.

4. The dog guards our property, and goes out with the hunter and the sportsman.

5. The cat clears our houses and other buildings of rats and mice. It is well fitted for this work, because it can see when it is almost dark.

6. The hen, the duck, the goose, and the turkey supply us with eggs. Their flesh is also good to eat.

7. The peacock struts about in gardens and parks, and delights us with his beauty. The stately swan glides gracefully on our ponds and lakes.

8. The canary bird, and the thrush sing us sweet songs. They are kept in cages as house birds.

EQUIVALENTS, SUBSTITUTES AND SILENT LETTERS.

VOCALS.

(1.) For ā, as in lāte, āte.

(*a.*) āi, as in

āil
bāil
fāil
hāil
māil
nāil
pāin
sāil
tāil
vāin

(*b.*) āy, as in

bāy
dāy
hāy
lāy
māy
nāy
pāy
rāy
stāy
wāy

(*c.*) eā, as in

breāk
steāk

e͟i, as in

e͟i*gh*t (āt)
ne͟i*gh* (nā)
ve͟il
we͟i*gh* (wā)

e͟y, as in

pre͟y
the͟y

(2.) For â, as in eâre.

(*a.*) âi, as in

âir
châir
fâir
hâir
stâir

(*b.*) ê, as in

ére
thêre
whêre

(*c.*) eâ, as in

beâr
peâr
teâr
weâr

(*d.*) êi, as in

*h*êir
thêir

(3.) For ą, as in ąll.

(*a.*) **ąu, as in**

ąu*gh*t (awt)
eąu*gh*t (kawt)
sąuçe
sąu-çer

(*b.*) **ąw, as in**

ąwe
bąwl
pąw
sąw

(*c.*) **ô, as in**

bôrn
eôrn
fôr
fôrk
fôrm
hôrse
môrn′-ing
shôrt
thôrn

(*d.*) **ôu, as in**

bôu*gh*t (bawt)
brôu*gh*t (brawt)
eôugh (kawf)
nôu*gh*t (nawt)
ôu*gh*t (awt)
sôu*gh*t (sawt)
thôu*gh*t (thawt)

(4.) For ē, as in ēve.

(*a.*) **ēa, as in**

bēat
chēap
dēar
ēat
fēast
hēar
lēaf
mēat
nēat
sēat

(*b.*) **ee, as in**

bee
beef
feed
feel
heed
heel
need
peel
queer
wheel

(*c.*) **ēi and iē, as in**

eon-cēit′
de-cēit′
be-liēve′
briēf
chiēf
griēf

(*d.*) **ï, as in**

fa-tïgue′
ma-chïne′
mos-quï′-to

(5.) For ĕ, as in hĕr, vĕrge, wĕre.

(*a.*) ĕa, as in	(*b.*) ĭ, as in	(*c.*) û, as in
ĕar′-ly	bĭrd	e͡ûr′-tain
ĕar′-nest	fĭrst	fûr
ĕarth	gĭrl	pûr
hĕard	mĭrth	tûrn
lĕarn	sĭr	ûrge
sĕarch	stĭr	ûrn
	thĭrd	

(6.) For ī, as in īçe.

(*a.*) y, as in		
bȳ	drȳ	skȳ
e͡rȳ	flȳ	trȳ
	prȳ	whȳ

(7.) For ō, as in ōld.

(*a.*) ōa, as in	rōad	(*c.*) ōw, as in
bōat	sōap	blōw
e͡lōak	tōad	flōw
e͡ōat		lōw
lōad	(*b.*) ōo, as in	snōw
lōaf	dōor	thrōw
ōak	flōor	
ōar		(*d.*) ew in
		sew (sō)

(8.) For o͞o, as in e͡o͞ol.

(*a.*) o͝o, as in	to͝o	(*b.*) o͝u, as in
do͝o	*two͝*	so͝up
lo͝se	who͝	thro͝u*gh* (thro͞o)
mo͝ve		yo͝u
pro͝ve		yo͝uth

(9.) For o͝o, as in lo͝ok.

(*a.*) o̤, as in
wo̤lf
wo̤m′-an
sho̤uld
wo̤uld

(*b.*) o̤u, as in
eo̤uld

(*c.*) ṳ, as in
bṳsh
fṳll
pṳll
pṳsh
pṳt

(10.) For ū, as in ūse.

(*a.*) eaū, as in
beaū′-ty

(*b.*) ew, as in
blew

eleW
few
*k*new
mew
new
stew

(*c.*) iew, as in
view
view′-less

(11.) For ŭ, as in ŭp.

(*a.*) ȯ, as in
brȯth′-er
eȯme
dȯne
dȯve
glȯve
lȯve
mȯn′-ey
nȯne
sȯn
tȯngue

(*b.*) oŭ, as in
e-noŭgh (nŭf)
roŭgh (rŭf)
toŭch
toŭgh (tŭf)

(12.) For oi, as in oil.

(*a.*) oy, as in
an-noy′
boy
eloy
joy
toy

(13.) For ou, as in out.

(*a.*) ow, as in
al-low′
bow
eow
erowd
fowl
growl
howl
plow
row
vow

CONSONANTS.

(1.) c for k, before a, o, u, l, r.

cāge
cāke
cāme
clăsp
clēan
clēar
crŏss
crōw
cŭff
cūre

(2.) ç for s, before e, i, y.

çēase
çē′-dar
çĕll
çĕl′-lar
çĕnt
cĭn′-der
çī′-pher
çīr′-cle
çȳ′-pher
de-çīde′

(3.) ph and gh for f.

cămʹ-phor (for)
çī′-pher (fer)
e-noŭghʹ (nŭf)
läugh (läf)
roŭgh (rŭf)
sphēre (sfēr)
toŭgh (tŭf)

(4.) n̲ for ng.

ăn̲′-ger
ăn̲′-gry
drĭn̲k
fĭn̲′-ger
hŭn̲′-ger
hŭn̲′-gry
ĭn̲k
lĭn̲k
thĭn̲k
ŭn̲′-cle

(5.) qu for kw.

quăck
quar′-rel
quart
queer
quĕs′-tion
quĭck
quī′-et
quĭt
quīte

(6.) s̲ for z.

clōs̲e
coŭs̲′-in
cows̲
ēas̲′-y
hăs̲
nōs̲e
pa̲ws̲
thēs̲e
thōs̲e
wa̲s̲

(7.) su̲ for shu̲.

su̲g′-ar

su̲ for shu̲.

as-su̲re′
su̲re
su̲re′-ly

(8.) t for sh.

ăc′-tion
mĕn′-tion
nō′-tion
pā′-tient

(9.) th, sub-vocal.

brēathe
thăt
thêir
thĕm
thĕn
thêre
thēs̱e
the̱y
thĭs
thōs̱e
wĭth

(10.) th, aspirate.

brĕath
hĕalth
thĭck
thĭn
thĭn̰g
thĭn̰k
thĭrd
three
tru̱th
yo̱uth

(11.) uā for wā.

per-suāde′

(12.) wh for hw.

wha̱t
whĕn
whīle
who̱
who̱m
whȳ

(13.) x for ks.

bŏx
ex-pĕet′
fŏx
lăx
nĕxt
ŏx
tăx
tĕxt

(14.) x̱ for gz.

ex̱-ăct′
ex̱-a̱lt′
ex̱-ăm′-ĭne
ex̱-ĭst′

(15.) eȳe (ī).

one (wŭn)
onçe (wŭns)
ūs̱e (yu̱z)

SILENT LETTERS.

WORDS CONTAINING THEM.

I.

ăn′-s*w*er (ăn-ser)
bou*gh* (bou)
bôu*gh*t (bawt)
brī*gh*t (brīt)
e*a*u*gh*t (kawt)
ch*a*l*k* (chawk)
elīm*b* (klīm)
eōm*b* (kōm)
e*o*u*l*d (kŏŏd)

II.

d*a*u*gh*′-ter (daw′-ter)
dou*b*t (dout)
dŭm*b* (dŭm)
*e*i*gh*t (āt)
fâs*t*′-*e*n (fâs′-n)
fō*l*ks (fōks)

III.

glĭs′-*te*n (glĭs′-n)
*g*năts (năts)
hä*l*f (häf)
hī*gh* (hī)
*h*ŏn′-est (ŏn′-est)
*h*our (our)
hў*m*n (hĭm)
*k*nīfe (nīf)
*k*nōw (nō)

IV.

lăm*b* (lăm)
lī*gh*t (līt)
lĭs*t*′-*e*n (lĭs′-n)
mī*gh*t (mīt)
mī*gh*t′-y (mīt′-y)
n*a*u*gh*t′-y (nawt′-y)
nī*gh*t (nīt)
ŏf*t*′-*e*n (ŏf′-n)
ô*u**gh*t (awt)

V.

shẹ̀p′-*h*erd (shĕp′-erd)
sho͝u*l*d (sho͝od)
sle̲i*gh* (slā)
strai*gh*t (strāt)
ta̲*l*k (tawk)
ta̲u*gh*t (tawt)
thī*gh* (thī)
th̄ōu*gh* (thō)

VI.

thôu*gh*t (thawt)
thro͞u*gh* (thrōō)
thŭm*b* (thŭm)
tȯng*ue* (tŭng)
tō′-*w*ard̲s (tō′-ardz)
*tw*o͞ (tōō)
wa̲*l*k (wawk)
we̲i*gh* (wā)

VII.

we̲i*ghe*d (wād)
we̲i*gh*′-ing (wā′-ing)
we̲i*gh*ts (wāts)
*wh*ōle (hōl)
wo͞u*l*d (wo͝od)
*wr*ĕck (rĕk)
*wr*ĭg′-gl*e* (rĭg′-gl)
*wr*ĭg′-gler (rĭg′gler)
*wr*īte (rīt)
*wr*ĭt′-*te*n (rĭt′-n)
*wr*ŏng (rŏng)

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